Original Article

An Integration of Sheltered and Reciprocal Principles: A Metacognitive Approach to EFL Learners' Writing Proficiency and Self-Efficacy

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Abstract

Determining a qualified teaching method in writing has always been a controversial issue as a multitude of researchers have debated its effectiveness in improving Learners' accuracy in writing. This study examines the background of this debate and looked at previous major studies on this issue. Due to the limitations and pitfalls of sheltered and reciprocal teaching procedures, this study was to inquire whether the integration of reciprocal and sheltered teaching approaches would influence students' performance in writing and find out if the approach could impress the learners' self-efficacy as well. Three groups of pre-intermediate EFL students took part in this research. 68 male and female participants in one experimental and two control groups established the subjects of the study. The experimental group worked on the integration of reciprocal and sheltered approaches in writing and self-efficacy. The results reveal the positive effect of integration of reciprocal and sheltered approaches on the writing performance of the subjects in the EG. Moreover, the selected procedures could lead to learners' self-efficacy development. Finally, the achievements of this study contributed to an understanding of the type of teaching approach which is most appropriate for pre-intermediate students. As the integration of strategic responses to texts is regarded an efficacious way in comprehension, reciprocal teaching appears to be one of the best approaches to reading and writing [7]. This strategy can be so effective in EFL classes where the students are exposed to English only at class time. Sheltered English instruction is often applied in ESL (English as a second language) programs with sheltered content courses (e.g., sheltered chemistry, sheltered U. S. history), newcomer programs, transitional bilingual education, developmental bilingual education, dual-language programs, and two-way immersion programs. Sheltered instruction appears in classes that consist of only English language learners and in classes of both ELLs and native English-speaking students. The sheltered approach is also used in many foreign language classes in the United States.

Introduction

The current study attempts to investigate the application of the reciprocal and sheltered approach towards EFL learners' writing and their self-efficacy. The reciprocal approach is one

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in which the instructor prompt to discuss the text while step in appropriately modeling strategies. During this very blending process, the instructor persuades learners to challenge both the text and strategies. As students become more acquainted with the process and strategies, the instructor begins to engage students into playing the role of either an instructor or leader. As learners embarks to proceed the process, the instructor takes the role of mentor or facilitator, rather than a leader.

Reciprocal teaching [1] is regarded as an applied method of teaching and directing students towards reading comprehension skill. It entails three pertinent teaching principles: a) teaching reading-based comprehension strategies, enveloping such factors as prediction, posing questions, summarizing process, and clarification; b) initiative modeling, scaffolding support, and fading; and c) instructor-led reading practices and discussions strategies one on one. Reciprocal teaching displays a step-by-step conversion of the learning procedure from instructor to the learner in which the teacher models reading strategies application [2] and scaffolding reading strategies usage. It is argued that the learner will find the capacity to manage process of the learning gradually by fading the instructor's support out.

Recently, reading is considered as an interactive skill where the reader tries to develop concepts from the text through his / her linguistic, cognitive knowledge as well as metacognitive skills [3]. Evidence showed that this interaction with the text has a useful impact on reading comprehension and writing as the result [4]. By considering this point and as heightening students' writing ability is heeded as a fascinating battle and challenge in EFL (English as a foreign language teaching, reading is considered as a facilitating skill to be dominant on writing. Accordingly, a multitude of teachers and investigators make every effort to acquire strategies that assist students in learning how to keep in touch with others naturally and partake in their English settings.

The employment of strategy instruction on learning has been investigated during the 1970s. Reciprocal teaching is a type of instructional strategy that entails explicit and direct teaching method involving metacognitive training tracks [5].This is a frame of diversified comprehension strategy usages that embraces prediction, clarification, questioning, and summarizing. RT is the construct of a continuous conversation between the teacher and students where they take turns to contribute to comprehension uptake through a meaning-based process systematic administration of RT enables the learner to manage his/her reading process and consequently turn into an independent reader [6].

As the integration of strategic responses to texts is regarded an efficacious way in comprehension, reciprocal teaching appears to be one of the best approaches to reading and writing [7]. This strategy can be so effective in EFL classes where the students are exposed to English only at class time. Sheltered English instruction is often applied for second language learners with a supporting content courses (e.g., sheltered chemistry, sheltered history class), newcomer programs, transitional bilingual education, developmental bilingual education, dual-language programs, and two-way immersion programs. Sheltered instruction is applicable in classes where only English language learners appear as well as in native English-speaking students' classes. This approach is also applied in a variety of foreign language classes in the United States.

In order for the students to receive a stronger comprehensible information using body language, reciprocal teaching is combined with sheltered instruction as an initiative methodology. Through this very new methodology, the students will elicit to engage in expressing their understanding and knowledge of vocabulary. Among multiple learning approaches of writing, which employ strategy teaching for the enhancement of thinking, reciprocal teaching (RT) and sheltered instruction come are highlighted. This method envisions the classroom as a context for teaching based on strategy–teaching. It is a technique

for improving and monitoring learners' understanding that focuses a great deal on the process than the final product [8]. It has been argued that these characteristic strategies were deliberately sorted out among other various techniques since they function on two sides: fostering understanding and monitoring understanding [1]. Meaning negotiation help students to better interact and understand the text. Moreover, they can manage their level of understanding a while after experiencing systematic practice.

The present study attempts to teach writing through the use of reciprocal and sheltered strategies. These metacognitive strategies may unequivocally teach to facilitate comprehension. Each research has its objective and there is no exception regarding this study. The study follows three objectives: first, this study is centered on describing how the reciprocal teaching method and the sheltered instruction come into conjunction to help students in their academic achievements. Simply put, these methods can influence students' ability to be involved in various kinds of skills. As the students are interested in having an efficient method to deal with some difficulties of the learning process, this method was aimed to support the related deficiency. Second, it tries to show that integrating reciprocal and sheltered teaching procedures can adequately impact the learners' writing and this phenomenon may assist the learners to be dominant on writing skills as the major aim of the study. While both teachers and students are trying to find a way to be skillful in the writing process, the research objective is to motivate the students to overcome the writing process through applying the integrated method. Third, how the two disciplines impact the learners' self-efficacy is regarded as the main point of each teaching method to attain. As having high self-efficacy can influence the students' learning process, the researcher was on the belief that by working on the students' self-efficacy as one of the vital objectives of this study, the learning outcome can be efficacious.

Literature Review

The constantly-increasing requirement for effective communication skills in English has developed a massive need for English Teaching throughout the world. A multitude of persons is in need to fulfill their English command. Learning English is enabled by formal instruction, travel, media, and the internet. These kinds of demands require advantageous teaching materials and resources. Directing accuracy and fluency is introduced as a vital aspect for every person. Having a good English language skill emphasizes by approximately a pile of employers as well. In this study, the researcher examines approaches like the Reciprocal and Sheltered approach, their origins, various aspects, and the background of each study. Reciprocal teaching strategies can be combined with Sheltered English instruction, as an ideal approach to teach language to English language learners through content-based instruction. Krashen's vital claim regarding language teaching is that learners can learn a language when comprehensible input is proposed. It has been reported that comparing to the students in traditional ESL classes, the English learners in sheltered classes could learn as much as or even more second language [9].

It has been suggested that the sheltered approach demonstrates that this instructional approach provides learner with some kind of protection and refuge from the linguistic knowledge of mainstream instruction, which is far beyond the comprehension of English learners [10]. The approach assists the learners in the form of visuals, modified texts and assignments, and attention to their linguistic needs. Some authors hold the view that sheltered instruction can apply instructional methods and strategies suggested for both second language and mainstream classes and several reciprocal characteristics make the learning process much stronger and potent. Some characteristics contain providing comprehensible content and the RT strategies to the students; applying supplementary materials; highlighting key vocabulary, and using

clarification that facilitates the inputs for learners. The utilization of clarification in L1 and students' background experiences with the content can enhance the students' skills.

On the one hand, the sheltered approach is presented to develop comprehensible input and developing the students' content-based skills and on the other hand, the RT approach facilitates the learning process through applying almost a stress-free situation and making the learners as being responsible for their learning. The last but not least, sheltered approach materials and RT strategies, could be efficacious materials in English learning. It has been presented that "kids learn most of their first language words through social interaction with adults, and the use of stories as a sheltered material approach in young learner classrooms seemingly provides similar mellifluous opportunities for learning English skills indirectly, or incidentally" [11].This idea indicates the integration of reciprocal and sheltered approaches by providing both social interaction and learning the related content.

As the main support of the theory illustrated that seven and eight-year-old children were investigated to uncover how they learned words from stories in their first language and they can be used in other types of skills [12]. It is indicated that the story tales (as a sheltered approach material) assists the learners to internalize new vocabulary which helps in their reading comprehension process as well as the teachers´ explanation and RT strategies [11, 12]. The integration of reciprocal and sheltered approaches can be effective in dominating English skills particularly reading comprehension [13]. Unfortunately, no researcher has proposed the integration of reciprocal and sheltered approaches on the writing skill, and not enough researches have been proposed to demonstrate the efficacy of such a formidable skill.

Method

Participants

The study included 68 EFL male and female learners with a pre-intermediate level. The participants were18 to 25 years old. They were studying in an English Language Institute. To select the most homogenized subjects, the first simple random sampling method was employed to select the participants. Simple random sampling is a reasonable method to generalize the results from the sample back to the population [14]. Incidentally, this research study considered simple random sampling as a fair way of selecting the sample from the given population since every member is given an equal opportunity of being selected.

To homogenize the sample, Oxford Placement Test was administered to the population. Oxford Placement Test is a validated, accurate, standardized, and reliable way to place learners at all levels of the Common European Framework of Reference for Languages (CEFR). Cronbach's alpha coefficient was used for the measurement of the internal consistency of the test and was found to be .87 which is acceptable. Based on the students' scores (Scoring Checklist of Oxford Placement Test), 14 subjects from the population were considered to be either too high or too low, and as a result, they were excluded from the study. Thus, the remaining subjects, 54 ones, established the sample of the study. The objectives of the study made the researchers classify the sample randomly into three groups. The first group with 18 learners was assigned as the experimental group (EG) and the second two groups with 18 learners each established the control groups (CG1 and CG2).

Instrumentation

Data were collected through implementation of the Oxford Placement test, a comprehensive test of writing that was taken as pre and post-test, and a related questionnaire to estimate subjects' self-efficacy. Oxford Placement Test is a seventy-item test that has been constructed with an aim to select and place participants properly. The test normally uniforms the sample of participants and estimates the learners' knowledge of grammar and vocabulary. The second

instrument implemented two pre and post-tests of writing to determine the writing level of the subjects of the study before and after the subjects were exposed to the treatment. The pretest was taken before the experiment started and the posttest after it had come to an end. The third instrument was using the self-efficacy questionnaire. The self-efficacy scale was used to assess the students' self-efficacy in writing [15]. Based on the self-efficacy construct, Yavuz-Erkan developed a 28-item writing self-efficacy scale to determine the strength of the participants' belief in their writing ability [16]. The researchers used the questionnaire before and after the test to determine the participants' views on their level of self-efficacy.

Data Collection
Data collection Procedures
Based on the quantitative nature of the present study, the researcher used three main sources to collect the required data to respond to the research questions. The first source was the Oxford Placement Test that is made up of multiple-choice question items most, measuring the grammar and vocabulary knowledge of the learners in limited contexts. The other tool was using a comprehensive test of writing that was taken as the pre and post-test. The topic of both pre-test and posttest were the same for all groups. For the pretest the students were asked to write a 90-word paragraph on a specific topic (What are the most important goals regarding learning English?) and after the treatment as a posttest they were required to write another topic (How do you prefer to travel? In your car or by bus? Why?). The scores were provided by three independent raters to improve the reliability of the scoring procedures of the writing tests. The writing topics and the time to write were kept the same for all three groups. Ultimately, to explore the views of the participants on self-efficacy, a related questionnaire was published to compare the learners' self-efficacy with their pre-test results. The students had to answer the questions that were arranged according to the five-point Likert scale carefully without time limitation.
Teaching Procedures for CG1, CG2, and EG
Teaching procedure for the CG1 implemented reciprocal teaching strategies. Students tackle different activities in a systematic way, applying four thinking skills: clarifying, questioning, summarizing, and predicting. The strategy encouraged the students to ask clarification questions, and posing predictions about what they had been introduced to. Over time with practice, students took on the teaching role by offering their own practice activities. To fulfill the steps ,learners produced their writing drafts, shared it with others and received feedback from others.CG2 received sheltered-based strategies in which they were supported both linguistically and non-linguistically by the teacher. The teacher used physical activities, visual aids, etc. They focused on extra-linguistic cues, form and content of the materials, cooperative learning strategies and central concepts.EG that received the treatment used various teaching techniques: lesson preparation, building background, comprehensible input, strategies, interaction and lesson delivery. In lesson preparation the teacher considered the learners needs to introduce a suitable lesson preparation. In building background phase, the teacher required to think about where learners might have holes in their schema and what teacher can do for them. Comprehensible input presented materials to make the content understandable   through a variety of techniques: graphic organizers, gestures, pictures, or objects. Four types of learning strategies were employed in strategies phase: summarizing, questioning, clarifying and predicting (mentioned earlier).Interaction part provide opportunities for the students to interact with both content and language during the lesson. And lesson delivery asked the learners to do the assignments and submit them to the teacher so as to receive the feedback from the teacher.

Results
Discussion of Research Question 1
What is the influence of the reciprocal approach on EFL learners' writing skill and their self-efficacy? As it can be seen in table 1, the mean of the pretest of the CG1 was 12.53. Subsequently, the mean in table 2 increased to 13.2 for the writing posttest. The obtained different scores between the means of the two tests can indicate a relative increase in the writing level of the learners. Thus, based on the achieved means of CG1, it can be concluded that although there was an impact on the writing performance of the learners using reciprocal teaching strategies, it was not very great to be considered as a significant one.

Table 1. Pretest Data for CG1

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pretest- CG 1	18	9.00	17.33	12.5350	1.94727	1.156	1.038
Valid N (least wise)	18						

Table 2. Posttest Data for CG1

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Posttest- CG 1	18	11.66	15.33	13.2006	1.08054	-1.012	1.038
Valid N (least wise)	18						

Table 3 offers the paired-sample t-test for the CG1. The p-value was estimated to be .154 which shows a lack of the necessary confidence in terms of the pre and post-test scores for the CG1, p=.154>.05.

Table 3. Paired Samples Test for the CG1

		Paired Differences					t	f	Sig. (2-tailed)
		Me an	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Uppe r			
Pair 1	Pretest - CG 1 - Posttest- CG 1	- .66556	1.8907 4	.445 65	- 1.60580	.2746 9	- 1.493	7	.154

Discussion of Research Question 2

What is the impact of a sheltered approach on EFL learners' writing skill and their self-efficacy?

The obtained calculated mean for the pretest of CG2 was 11.27 as it is illustrated in table 4 and it changed to 11.35 in table 5, with little difference from pre to post-test. The data shows that the use of sheltered teaching procedures did not affect the writing performance of the learners of the CG2.

Table 4. Pretest Data for CG2

	N	Mini mum	Maxi mum	Mea n	Std. Deviation	Kurtosis	
	Statis tic	Statis tic	Statist ic	Stati stic	Statistic	Stati stic	Std. Error
Pretest- CG 2	18	9.33	13.00	11.2 767	.93795	-.251	1.038
Valid N (least wise)	18						

Table 5. Posttest Data for CG2

	N	Mini mum	Maxi mum	Mea n	Std. Deviation	Kurtosis	
	Statis tic	Statis tic	Statist ic	Stati stic	Statistic	Stati stic	Std. Error
Posttest- CG 2	18	10.33	14.00	11.5 350	.92296	2.27 7	1.038
Valid N (least wise)	18						

Table 6 offers the paired-sample t-test for the CG2. The p-value was .060 which shows it is a little bit higher than .05, however, it is possible to trust the data since the difference between the pre and post-tests for the CG2 was not great. The difference between the pre and post-test writing scores was not enough to ensure any form of improvement. Therefore, the respond to the second question is that the data does not show the required improvement in the writing skill of the learners who were exposed to sheltered teaching procedures.

Table 6. Paired Samples Test for the CG2

		Paired Differences					df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest- CG 2 - Posttest- CG 2	-.25833	.54395	.12821	-.52883	.01217	-2.015	17	.060

Discussion of Research Question 3

What is the impact of integrating reciprocal and sheltered teaching procedures on the EFL learners' writing performance?

To answer this question, the information in tables 7 to 9 can be helpful. They offer the pre and posttest data for the EG who were exposed to the integration of sheltered and reciprocal teaching procedures. The mean in pretest was calculated to be 13.54 and for the posttest it increased to 16.32(tables 7 and 8)

Table 7. Pretest Data for EG

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pretest- EG	18	12.00	15.75	13.5439	1.11881	-.674	1.038
Valid N (least wise)	18						

Table 8. Posttest Data for EG

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Posttest- EG	18	14.33	18.33	16.3294	1.01807	.003	1.038
Valid N (least wise)	18						

Based on the data on table 9, the paired sample t-test for the EG clearly shows that with a hundred percent of confidence, the difference between the pre and posttest scores are acceptable and meaning full and we can trust them P=.000<.05.

Table 9. Paired Samples Test for the EG

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower	Upper	
Pair 1	Pretest- EG - Posttest- EG	-2.78556	1.64981	.38886	-3.60599	-1.96512	-7.163

As the data in the following table indicates the difference between the scores of all three groups is significant. In other words, there is enough difference between the writing performance of the three groups from pre to posttest. The codes indicate the three groups of CG1, CG2, and EG. Based on the level of significance, the three groups performed differently in this level of writing acquisition. The difference between the performance of the three groups can be traced back to the use of three different strategies of sheltered, reciprocal, and integration of these two procedures.

Multiple Comparisons of All Three Groups

Table 10. Dependent Variable: All groups LSD						
(I) codes	(J) codes	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	1.25833*	.46838	.010	.3180	2.1987
	3.00	-1.00889*	.46838	.036	-1.9492	-.0686
2.00	1.00	-1.25833*	.46838	.010	-2.1987	-.3180
	3.00	-2.26722*	.46838	.000	-3.2075	-1.3269
3.00	1.00	1.00889*	.46838	.036	.0686	1.9492
	2.00	2.26722*	.46838	.000	1.3269	3.2075
*. The mean difference is significant at the 0.05 level.						

Since writing scores are threatened by raters' subjectivity, the researcher asked two independent raters as well as herself, to put their judgments on each writing [17]. However, it is important to estimate the inter-reliability of the three raters in three different classes. The data below indicated the data of interclass reliability belonging to the pre and post-writing tests of all groups.

Table 11. Inter-rater Correlations for Writing Scores (Pre&post-test)

Pre-test Raters	Rater 1	Rater 2	Rater 3
Rater 1	1.000		
Rater 2	0.727	1.000	
Rater 3	0.882	0.782	1.000
Post-test Raters			
Rater 1	1.000		
Rater 2	0.845	1.000	
Rater 3	0.744	0.712	1.000

The data presents the correlational data of the three scorers to know if the rating of the three scorers has been reliable or not. There is a high correlation between the first and second rater : r= .727 and it is even higher between the first and third rater: r= .882 in the pretest and also the calculated correlation between first and second in the posttest is 0.845 and rater two and three shows 0.744 . It can be claimed that there is a significant correlation between the three scorers and this makes the writing score that were offered by three independent raters reliable.

Data of the Questionnaire

The first part of this section is given to the reflection of normality tests of the two administrations of the self-efficacy questionnaire for the three groups of CG1, CG2, and EG. The data have to confirm that the distribution of the attitudes of the 18 subjects has been normal.

Table 12. Normality Data for Pre-administration (CG1)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest for CG1	.174	17	.184	.946	17	.402

Based on the data in table 12, the data of the questionnaire that was provided for the pre-administration of CG1 was normal: sig.=.402.>.05

Table 13. Normality Data for Post-administration (CG1)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest for CG1	.169	17	.200[*]	.961	17	.642

Table 13 indicates that the CG1 post-administration of the self-efficacy questionnaire had been normal: sig.= .642>.05.

Table 14. Normality Data for Pre-administration (CG2)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest for CG2	.123	17	.200[*]	.966	18	.715

Table 14 indicates that the pre-administration of the self-efficacy questionnaire for CG2 had been normal: sig.= .715>.05.

Table 15. Normality Data for Post-administration (CG2)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest for CG2	.175	17	.151	.966	18	.726

Table 15 indicate that the post-administration of the self-efficacy questionnaire for CG2 had been normal: sig.= .726>.05.

Table 16. Normality Data for Pre-administration (EG)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest for the EG	.169	17	.189[*]	.899	17	.721

Table 16 indicate that the EG pre-administration of the self-efficacy questionnaire had been normal: sig.= .721>.05.

Table 17. Normality Data for Post-administration (EG)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest for the EG	.189	17	.210[*]	.872	17	.541

Table 17 reveals that the EG post-administration of the self-efficacy questionnaire was normal: sig.= .541>.05.

Discussion of Research Question 4
What is the impact of conducting reciprocal and sheltered teaching procedures on the EFL learners' self-efficacy?

Table 18 offers the detailed data of self-efficacy admirations for CG1, CG2, and EG.

Table 18. Data of self-efficacy Questionnaire for both administrations of CG1/CG2/ EG

	CG1		CG2		EG	
Items	Pre-ad.	Post-ad	Pre-ad.	Post-ad	Pre-ad.	Post-ad.
1	2.3423	3.6267	1.5833	2.2345	2.3212	4.2342
2	2.0833	2.3333	2.0833	3.7612	3.0141	3.4221
3	2.5000	2.7500	2.5000	3.2367	2.6131	3.2521
4	3.4583	1.2364	3.4583	2.0131	2.0213	3.5423
5	1.7917	3.6265	1.7917	4.0912	3.8125	4.8712
6	1.8750	2.2900	1.8750	3.3287	3.0412	3.7531
7	1.6250	2.3237	1.6250	1.4325	3.0909	4.5412
8	2.7500	2.5000	2.7500	3.5123	2.2352	3.5423
9	1.5833	3.4514	1.5833	4.0143	2.3412	3.8636
10	2.0833	1.7917	2.0833	2.4321	2.8435	3.9091
11	1.8750	3.6264	1.8750	3.6264	2.4367	3.0455
12	1.6250	2.2917	1.6250	2.2917	2.7727	3.7727
13	2.7500	3.6265	2.7500	3.6265	2.9213	4.5000
14	2.0000	2.0000	2.0000	2.2143	2.6818	3.6818
15	1.8333	3.6267	1.8333	3.6267	2.3142	4.5000
16	2.7500	2.3333	2.3333	2.3214	3.1273	4.2273
17	1.5833	2.7500	2.7500	2.7575	2.0261	3.7143
18	2.0833	1.2364	2.5833	2.3245	3.6236	4.5238
19	4.2231	3.6265	2.5833	4.6265	3.5643	4.2381
20	2.4352	4.3750	3.2342	3.3214	2.7267	4.5238
21	2.7500	2.8333	3.1231	2.8333	2.6193	4.0952
22	4.9823	4.0833	3.5673	4.0833	3.3123	4.3810
23	3.3486	3.6265	4.2342	3.6265	2.3810	4.3810
24	3.2321	2.7917	3.2321	2.7917	3.1942	4.0952
25	2.1212	3.3441	2.1212	3.3441	3.1095	3.8095
26	3.2113	4.1223	3.2113	4.1223	3.0238	4.5238
27	3.1250	3.2314	4.1250	3.2314	2.4312	4.7143
28	3.1083	4.1287	4.1083	4.1287	3.0265	4.8095

Table 18 displays the data of the self-efficacy questionnaire for both administrations of CG1, CG2, and EG. The means of the two administrations are compared and indicate the level of growth among the learners. For instance, the mean of item 28 for the EG increased from 3.02 to 4.80. In fact, the difference is an indication of self-efficacy growth among the subjects of EG.

Table 19. Data on Self-Efficacy Administrations (CG1-CG2-EG*)*

	N	CG1 mean	Std. De.	CG2 mean	Std. De.	EG mean	Std. Deviation
First adm.	18	2.512	1.1231	2.378	.8712	2.5121	.9712
Final adm.	18	3.0115	0.9143	3.0126	1.9213	3.992	1.3265

Table 19 presents the means of all three groups. A comparison of the means can show the degree of change in the self-efficacy of the learners of the three groups. For instance, the mean for the first administration of CG1 was calculated to be 2.51 and the mean of the second administration was estimated to be 3.011 that shows a relative increase. Besides, the mean of CG2 for the first administration was estimated to be 2.3 and that increased to 3.01 for the second administration. Finally, the increase for the EG post-administration changed to 3.99 which shows a considerable increase in the level of self-efficacy. The increase can be an indication of the effect of the treatment that was the integration of sheltered and reciprocal teaching procedures.

Discussion
Writing as a complex and complicated process involves some cognitive and metacognitive activities such as brainstorming, planning, outlining, organizing, drafting, and revising. The cognitive aspects of writing have grabbed the lime light, as researchers have attempted to realize the thinking processes underlying the compositions of students [18]. A key requirement for writing is composing process which implies the capacity and ability of learner in telling or retelling pieces of information in the form of narratives or descriptions or transforming information into new texts, as in descriptive or argumentative writing [19]. Therefore, it is best viewed as an interconnected series of activities that range from the more mechanical or formal aspects of writing on one hand and more complex act of composing on the other hand.
    The data of this study proposed a certain set of indications and led to some achievements that can fall useful for those teachers and practitioners who feel disappointed with the teaching procedures of their writing classes and are interested in using new and practical procedures that can both interest the learners and also improve their writing skill as well as some aspect of their personality. The present study brings about some implications for L1 teaching and learning associated with the issues of using teaching strategies and techniques. Task of writing in a foreign language exerts a great deal of difficulties on EFL learners in terms of both cognitive and affective aspects; hence, writing instruction should be implemented in such a way that bears the most beneficial information for foreign language learners.
    It has been proposed that "temporarily teaching learners is not the endpoint goal of language instruction, however giving the learners some sense of lifelong learning is the main purpose of any instruction" [20]. The present study focused on the optimum effectiveness of instruction towards writing strategy and the potentials of strategies in awakening the static thought. It also sheds light on affective aspects of writing skills which plays a significant role

in complicated process of writing task. The remarkable impact of composing process via introducing and practicing sheltered and reciprocal strategy combination has been proved to result in positive outcomes for the learners. The present study further supported the idea that the effectiveness of explicit instruction drags learners into learning more dynamically because the learners keep following the learning process and are eager to keep track of other stages of the writing process by the end of the course [21].

Sheltered and reciprocal strategies acts as jumping platform for the learners in generating so many ideas as possible and trigger their static thought to commence their process of writing. Furthermore, students are able to conquer the issues of losing the track of mind, prepare a proper plan to refer to it in other episodes of the writing process. If educational designers and teachers are going to help students in strengthening their self-confidence, initiation, and blooming the competence, they should give a great consideration to writing process.

The results of the pre and post-tests of writing supported the idea that the integration of sheltered and reciprocal could positively impact the self-efficacy trait of the learners and their writing skills. A comparison of mean scores of the experimental group and control groups on posttests reveals that the participants in the experimental group outperformed on post essay writing tests in comparison with the control groups. In other words, the learners' performances in the control groups were lower than in the experimental group. All these differences indicate that the learners who were exposed to a certain set of strategies that were introduced through sheltered and reciprocal procedures put a practical impact on the writing performance of the learners. The next prominent outcome of the study was the effect on the learners' self-efficacy. The most improvement was observed among the learners of the EG who were trained via sheltered and reciprocal procedures simultaneously.

Limitations

This research is limited to the following points: the research conducted in Tehran city because of the researcher's place of living and it was impossible for her to do the research in other cities. Furthermore, only fifteen sessions were allocated to the study; not being allowed to the researcher to conduct the research by institutions. And the choice of the participants were not be sensitive to sex. There wasn't any choice by the researcher to separate them because the institutions set these rules.

Conclusion

The finding that the integration of reciprocal and sheltered approaches influenced more the students' performances can be explained concerning Palincsar, Brown, and Krashen's notions. Reciprocal language teaching is according to Vygotsky's notions illuminating social interaction through classroom dialogues owing to being impressive in learning. Based on this issue, Palincsar and Brown were persuaded to provide reciprocal-teaching techniques concentrating on cooperation, active participation among learners, efficacious discussion management, and the instructors' roles in aiding the learners to set their own learning goals. This strategy is emanated from the teacher-learners interaction, the learners and their partners that let the learners classify the text into parts. The teaching contains four phases starts from summarizing, questioning is the next phase, clarifying is regarded as the third, and predicting as the final stage. Reciprocal teaching is presented as an instructional activity that is originated from the interaction exchanged between the instructor and the learner or in pairs regarding a definite text, topic, or task [22].

Another Theory-sheltered approach- is originated from Stephen Krashen's comprehensible input. Many researchers seek the procedure that prepares a comprehensible input to the

English learners. The sheltered procedure is provided as one of the most influential strategies in this regard. The sheltered procedure is defined as making language and content more available for English learners. The sheltered procedure is originated from the theories of language and learning. A prior conjecture of sheltered procedure is that language learners will learn the language effectively if it will be used as a tool for acquiring knowledge of various topics. The last theory of the research is concept of self-efficacy notion [16]. This psychologist defined self-efficacy as a person's belief in one's capability to do his tasks in certain circumstances. This belief makes the students prepared to set their goals and handle tasks or challenges. The self-efficacy theory relies on Bandura's social cognitive theory that brings up observational learning and social experience in personality improvement.

In the present research, this collaborative interpretation of the reciprocal-sheltered procedure can be considered as the basis to describe why the participants in the experimental group demonstrated more collaborative behavior. The participants -homogeneous- were matched with their partners and took an almost equal role of the instructor or partner and both showed a great dominance in playing their roles. What is more, this role was easily admitted by the participants in a way that they presented a sense of acceptance and flexibility to a great extent and make their partners or pairs motivated through requests and questions and support their pairs with more explanations if it is needed. As they showed mutuality, both roles whether instructor or partner, involve each other in the learning process, engage with or accept each other ideas regarding what they should gain. The pair work enabled the students not only to accomplish their tasks but the knowledge was internalized and was obvious in their further performances considered as higher posttest scores in writing. This is in conformity with what diverse studies have achieved concerning the advantages of homogeneous interaction [23].

The experimental group participants' improvement from pretest to posttest writings and self-efficacy in the present research can be traced back to the dialogues, interactions, more comprehensible input that they had experienced with their pairs or instructors before they accomplished their final writing tasks. The current research supports the ideas presented under Vygotsky, Palincsar & Brown, and Krashen Hypothesis by proposing that when the learners engaged in their pair work and trying to comprehend the received input, they are able to involve in the collaborative dialogues and support each other's performance and demonstrate more knowledge transfer. The main conclusion of this study relates to the instructors looking for an efficacious approach to utilize in their English classes. That is to say, teachers are keen on presenting innovative ways in order to be efficient in what they are teaching.

Competing interests
The corresponding author declares that there are no competing interests to be expressed on behalf of all the authors.
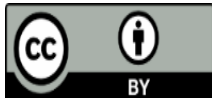
Authors' contribution
SM contributed to the study design, data collection, manuscript drafting.MT and NF contributed to the study design, analysis and interpretation, and study revision.

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