Iranian EFL Teachers' Perceptions of the Different Features of Mediation

Mahbubeh Rezaeian

Department of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran.
Email: mahbubehrezaeyan@ymail.com

ABSTRACT

With the emergence of social constructivism, gradual changes in the role of teachers have been observed and the interests in the recognition of the importance of mediation in English language classrooms have been surged. It appears that the history of mediation pretty ignores exploring the teachers mental lives and has not treated some variables in much details. This paper sought to reveal Iranian EFL teachers thoughts on the importance of the different aspects of mediation and to discover the degree that they act as mediators. It is also aimed to investigate the differences in Iranian high school English teachers' perceptions across various genders, ages, degrees as well as teaching experience groups. In order to collect data Mediation Questionnaire for Language Teachers consists of three parts designed by Williams and Burden (1997) was distributed among 40 Iranian EFL teachers in three institutes in Gorgan. The results showed that 57 percent of teachers believed that mediation was very important for them. Meanwhile, they consider themselves as a mediator quite often. The findings also demonstrated no statistically significant difference in Iranian high school English teachers' perceptions across different genders, ages and degrees apart from teaching experience.

KEYWORDS: Mediation; EFL teachers' perceptions; Social Constructivism

INTRODUCTION

As Williams and Burden (1997) put, mediation theory deeply rooted in social-constructivism in which all language users initiate to construct relationships with people around them from birth. Vygotsky and other social interactionists believe that via continuous interactions with others, people learn to use language and make sense of the world (Vygotsky, 1978). Teachers should not simply perform as transmitter of knowledge instead they should be able to take action as facilitators or mediators of students' learning (Williams & Burden, 1997). According to Fisher (2005), teachers interact with their students and assist them in order to use the language rather than merely providing them with the language knowledge in which students are seen as receptacles that can be filled with knowledge(Meighan as cited in Williams & Burden, 1997). Mediation can provide more occasions for learners to practice English in communication and make the language learning more efficient (Williams & Burden, 1997).

Teachers as mediator can give power to their learners through helping them attain the required knowledge, skills, and strategies in order to become successful and autonomous. With considering learner independency and constant education, it has become essential that students should be capable to self-control their own learning and turn into more dynamic thinkers and problem-solvers in order to equip them with the required abilities to handle challenges in the future (Ting, 1987).Additionally, Williams and Burden (1997) specify that teachers' perceptions regarding mediation are likely to influence how they approach teaching and aid learners to become autonomous. Despite its long history, it seems that mediation has a number of problems in use and a systematic understanding of how teachers' knowledge of mediation contributes to their classroom practices is still lacking. Furthermore, it appears that there is a relative paucity of studies of well-controlled empirical studies in Iran in order to present a broad picture of Iranian EFL teachers' knowledge and implementation of mediation up to now which indicates a need to understand the various perceptions of mediation that exist among Iranian EFL teachers and explore the Iranian EFL teacher role as mediator from social constructivism perspectives.

 The main aim of this paper is gain further understanding of Iranian EFL teachers' perspectives regarding the importance of different aspects of mediation and to set out to explore degree of Iranian EFL teachers' mediation in their classes.

This paper is aimed at addressing the following research questions:
1. How important do Iranian EFL teachers think the different aspects of mediation are?
2. To what extent do Iranian EFL teachers act as mediators in teaching English as a foreign language?
3. Is there any significant difference between Iranian EFL teachers' perceptions regarding their educational degree?
4. Is there any significant difference between Iranian EFL teachers' perceptions regarding their teaching experience groups?
5. Is there any significant difference between Iranian EFL teachers' perceptions regarding their gender?
6. Is there any significant difference between Iranian EFL teachers' perceptions regarding their age?

In order to explore the above-mentioned research questions, the following null research hypotheses will be tested:

H0: There is no significant difference between Iranian EFL teachers' perceptions regarding their educational degree.
H0: There is no significant difference between Iranian EFL teachers' perceptions regarding their teaching experience groups.
H0: There is no significant difference between Iranian EFL teachers' perceptions regarding their gender.
H0: There is no significant difference between Iranian EFL teachers' perceptions regarding their age.

LITERATURE REVIEW

THE ROLE OF THE TEACHER

Richards and Lockhart (1996) assert that several factors can impact how teachers approach their work and which special strategies they utilize to attain their purposes. For instance, a number of teachers perceive their role mainly as a manager and organizer. Thus, in this context they spend a extensive amount of time to plan their lessons, monitor their teaching, and manage their student behavior and learning to make sure that their aims are achieved. While, other teachers consider themselves as a facilitator, so they think that the most excellent lesson is one that arise out of a dynamic teaching-learning condition. Taking all the above-mentioned points into consideration, it is merely accepted that we see mediation as a form of purposeful social practice.

DIFFERENCE BETWEEN TRADITIONAL CLASSROOM AND CONSTRUCTIVIST CLASSROOM

As it has been mentioned by Olusegun (2015), in the constructivist classroom the focus shifts from the teacher to the students. The classroom is no longer a place where the teacher considers students as receptacles and pours knowledge into passive students, which is called jugs and mug theory. In the constructivist model, the students have been encouraged to be actively involved in their own process of learning. The teacher is viewed as more as a facilitator who coaches, mediates, prompts, and assists students develop and evaluate their understanding, and their learning. In addition, in the constructivist classroom, both teacher and students think of knowledge not as unmoving factoids to be memorized, but as a dynamic, ever - changing sight of the world we inhabit in and the ability to effectively stretch and discover that view.

CONSTRUCTIVIST VIEW OF TEACHER

VYGOTSKY'S SOCIAL CONSTRUCTIVISM

Three principal assumptions which was proposed by Vygotsky (1978) play key roles in social constructivism. According to Vasireddy (as cited in Cheng, 2011), the first assumption is that the community and people play a fundamental role through interaction in shaping individual's view of the world. The second assumption is that the tools, whose type and quality can construct the pattern and pace of cognitive development. More importantly, the ZPD theory is considered as Vygotsky's third principal assumption and it refers to as "the distance between the

actual developmental level as determined by independent problem solving and level of potential development as determined through solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

FEUERESTEIN`S STRUCTURAL COGNITIVE MODIFIABILITY

As it had been noted by Feuerstein, Falik, and Rand (as cited in Kargozari & Tafazoli, 2013), the structural cognitive modifiability suggests that individuals are capable to modify their cognitive functions and adapt it to the changes of the environment. They highly believed that cognitive modifiability occurs without pondering and considering some barriers such as age or health condition. Third, cognitive modifiability is explained by MLE processes better than unmediated learning experience. Based on this theory, the examiner or mediator are in charge of modifiability; more importantly, mediated learning experience is occupied the prominent place at the heart of structural cognitive modifiability theory and it is considered as a foundation upon which cognitive modifiability theory is built (Tzuriel, 2005).

According to Mediated Learning Experience (MLE), environmental stimuli do not influence directly on the individuals instead they are mediated by "other persons, usually an adult mediator" (Poehner & Lantolf, 2005, p. 241). Feuerstein et al (as cited in Kargozari & Tafazoli, 2013) put that mediators can present MLE strategies to expedite as well as facilitate children's learning processes, to identify problematic cognitive functions and lastly to provide advices for development of cognitive structures. In constructivism, mediation assists learners to become more autonomous, independent thinkers and problem-solvers via taking control of their own learning(Williams & Burden, 1997). Brown (1994) also argues that teachers and peers support and take part in learning through the concepts of scaffolding, cognitive apprenticeship, tutoring, and cooperative learning and learning communities In a constructivist classroom, teachers build situations in which the students will question their own and each other's hypotheses. Teachers would require to make a shift in thinking and modify what they believe about knowledge in order to really alter their teaching.

KEY FEATURES OF MEDIATION THEORY

Feuerstein (as cited in Xiongyong, Samuel, & Hua, 2012) proposed a system of the MLE criteria in which mediation can occur in twelve ways by teachers. He believes that the first three features are the most important ones as they are viewed to be accountable for all learning tasks so they are universal and called structural modifiability. On the other hand, the other nine, are situational since they depend on conditions, culture and the specific nature of the interaction in which learning is taking place.

1. *Significance:* The teacher should be able to make students aware of the importance of a learning task so that they can understand value of the task both personally and in a wider cultural context.
2. *Purpose:* The teacher should be able to make students aware of how conducting a learning activity will help them in the future beyond the here and now.
3. *Shared intention:* The teacher should be able to make instructions clear and understandable for students.
4. A *sense of competence:* The teacher should be able to cultivate learners' feelings of competence and capability of learning of various particular tasks.
5. *Control of own behavior:* The teacher should be able to encourage students to become autonomous in order to control and regulate their own actions, learning as well as thinking.
6. *Goal-setting:* The teacher should be able to help students how to set achievable and realistic aims targets and find some ways of obtaining them.
7. *Challenge:* The teacher should be able to assist students to develop an inner need to respond challenges and to look for new challenges in their life.
8. *Awareness of change:* The teacher should be able to assist students to develop the understanding that humans are continually changeable and help them to be aware of these changes in themselves.
9. *A belief in positive outcomes:* The teacher should be able to assist students to believe that there is the likelihood of finding a solution all the time, even when they encounter with an intractable or difficult problem.
10. *Sharing:* The teacher should be able to aid students to know that some problems can be addressed and solved collaboratively.

11. I*ndividuality:* The teacher should be able to aid learners to recognize their own individual characteristics and uniqueness.
12. *A sense of belonging:* The teacher should be able to assist students to develop a sense of belonging to a target community and culture (Williams & Burden, 1997).

MEDIATION FROM A SOCIOCULTURAL PERSPECTIVE

Lantolf (2000) asserts that mediation is a central construct in sociocultural theory since it can provide a way to study social practices engaged in situated language learning and use. According to Sociocultural theory, language learners are not seen merely as processors of input or creator of output, instead they get involved in developmental processes in a meaningful interaction in which learning takes place via assisted performance and in the environment of joint and cooperative activity (Ohta, 2000). The metaphor of scaffolding was initially used by Wood, Bruner, and Ross (1976) to explain the nature of this assisted performance, which involves not merely helping to do but assisting to know how to do (Brooks, 1992). Considering teacher-student interaction, Maybin, Mercer, and Stierer, (as cited in Gibbons, 2003) propose two criteria to identify whether a particular example of help can be depict as scaffolding. Firstly, it is necessary to find any evidence of a learner's successfully implementing the task with the teacher's assistance. Secondly, there must be any evidence of the learner's having attained a greater level of autonomous competence due to the experience.

More interestingly, Bakthin's theory of communication involves teacher, learner as well as knowledge in a dynamic mutual unity. Bakthin proposes teaching as dialogic mediation in which teachers and learners are engaged in a co-learning and reciprocal mediation. It can be concluded that teaching as dialogic mediation is not viewed as content, learner and teacher centered process. Instead, it is a learning-centered procedures in which the teachers play meditational role(Gravett & E Henning, 1998).

In fact, sociocultural perspective alters the way we think about language teaching. When teaching constructs learning opportunities in which individuals can involve in activities that provide them with direct experiences in the use of new psychological tools, such tools have the potential to function as influential instruments for human learning (Johnson, 2009). From sociocultural perspective, dialogic mediation, or the character and quality of interaction between learners, teachers, and the objects in their learning environments, is paramount. This interaction has the potential to generate opportunities for development for the reason that this arises in the specific social activities learners engage in, the resources they utilize to do so, and what is accomplished by engaging in those activities (Johnson, 2009). A sociocultural perspective permits us to turn our attention to the relation between teacher learning and student learning. In other words, when teachers have actually reconceptualized some aspect of their teaching, when they have come to think about and organize activities in the classroom in basically various ways, this creates huge potential to see changes in how students involve in learning activities, which can cause changes in both what and how students learn(Johnson, 2009).

THE CONTRIBUTION OF TEACHERS' QUESTIONING PATTERNS TO MEDITATION

From a sociocultural perspective teachers' questioning patterns are considered as symbolic linguistic means that semiotically can mediate, aid, and scaffold mental activity that improve L2 development; that is, teachers' questioning patterns are not as clear-cut means for input and output (McCormick & Donato, 2000). Based on this perspective, the focus of teachers' questioning is on question mediational quality; that is, how specific types of questions might arouse interaction, negotiation of meaning and how they are able to support learning (McCormick & Donato, 2000, p. 184).

METHODS

PARTICIPANTS

The project used a convenience sample of Iranian EFL teachers working at four private language institutes including Knoon Zaban Iran, Abrar, Irana, Helma in Gorgan, Iran. A total of 55 teachers were invited to participate in the

study and the questionnaire was distributed among them but returned completed questionnaires were 40 out of 55. The participants were both male (N=5) and female (N=35) with a range of between 1 year or less (N=4), 2-5 years (N=29), 6-10 years (N=4) and more than 10 years of teaching experience (N=3). The sample of study had all majored at Upper diploma(N=3), B.A. (N=18), M.A. (N=17), and Ph.D. (N=2) levels with the age range 25 years or less(N=11), 26-30 years (N=15),31-35 years (N=7), more than 35 years(N=6) and one missing data .Because there was no possibility to change or modify the participants, some variables such as their age, gender and socio-economic background were not controlled by the researchers.

INSTRUMENTS

In order to address the research questions, Mediation Questionnaire for Language Teachers consists of three parts designed by Williams and Burden (1997) was applied.
7. The first part is designed to seek personal information from participants, about their age, teaching experience, and gender.
8. The second part is composed of 12 statements, and each statement examines the participants' views of the importance of the twelve features of mediation. The participants were asked to rate how important they think each statement is on a 5-point Likert scale ranging from "Very important" to "Not important at all".
9. The third part contains the same 12 statements but requests the participants to indicate how often they try to carry out each of these features on a 5- point Likert scale ranging from "Very often" to "Never".

The reliability of the questionnaire is calculated to be 0.91 through Cronbach's alpha in the main study. The content and face validity of the questionnaire is confirmed in assessing Iranian Language Teachers perception of mediation by two Iranian university English language teachers as experts.

RESULTS

RESEARCH QUESTION ONE

How important do Iranian EFL teachers think the different aspects of mediation are?
The results obtained from the preliminary tests of normality of the data in Table 1 display that *a* value of the KS Test and Shapiro-Wilk is below 0.05; therefore, the data significantly deviate from a normal distribution and non-parametric tests can be utilized for further analysis.

Table 1. *Test of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	.151	40	.023	.909	40	.004

Note. a. Lilliefors Significance Correction

As shown in Table 2, the item Shared intention (make your instructions clear when you give a task to your learners) hits the highest place with mean score 4.80. A sense of competence(help learners to develop a feeling of confidence in their ability to learn) and item Significance() tell your learners why they are to do a particular activity)have the second and third mean scores including 4.65 and 4.45 respectively. Item Sharing (teach your students to work cooperatively) has occupied the fourth place with mean score 4.40; that is, teachers assume that working collaboratively is very important for their students. The table also displays that individuality (help students to develop as individuals) has mean score 4.35 and item A sense of belonging(foster in your learners a sense of belonging to a classroom community) come next with mean score 4.30. What is striking in this table is that item Control of own behavior(teach learners the strategies they need to lean effectively) and Challenge(help students to set challenges for themselves and to develop strategies to meet those challenges) have the same mean score which is estimated to be 4.28. Additionally, Purpose behind here and now(explain to your students how carrying out a learning activity will help them in the future has taken the ninth place with mean score 4.27. According to the following Table, item awareness of change(help learners to monitor changes in themselves) and item a belief in positive outcomes (help your learners to see that if they keen on trying to solve a problem, they will find a solution)

have the mean sore 4.20 and 4.12 in turn. Last item is dedicated to Goal setting (teach learners how to set their own goals in learning) with mean score 3.92. Generally speaking, the overall mean score above 4 shows that the majority of teachers believe that mediation is important for them.

Table 2. *Descriptive Statistics of Iranian EFL Teachers' Perceptions Towards the Importance of Mediation*

	N	Minimum	Maximum	Mean
Q1: Shared intention	40	4	5	4.80
Q2: Significance	40	2	5	4.45
Q3: Purpose behind here and now	40	2	5	4.27
Q4:A sense of competence	40	3	5	4.65
Q5:Control of own behavior	40	2	5	4.28
Q6:Goal setting	40	2	5	3.92
Q7:Challenge	40	2	5	4.28
Q8:Awareness of change	40	2	5	4.20
Q9:A belief of positive outcome	40	2	5	4.12
Q10:Sharing	40	2	5	4.40
Q11:Individuality	40	1	5	4.35
Q12:A sense of belonging	40	2	5	4.30
Valid N (listwise)	40			

As the figure 1 clearly demonstrates, 57 percent of teachers consider mediation as a very central technique in their classes.
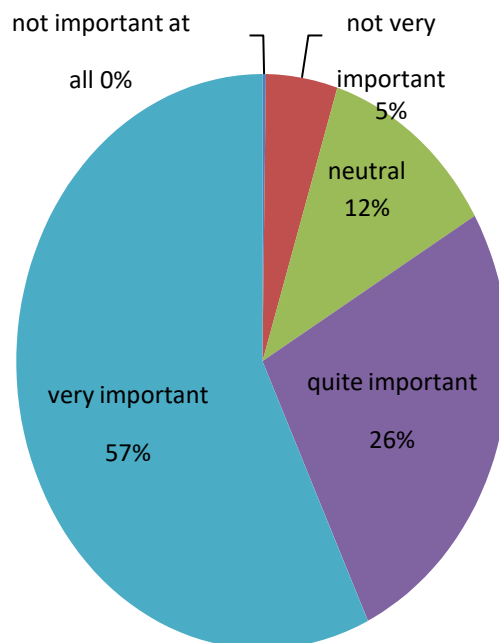
Figure 1. The percentage of Teachers' Perceptions Towards the Importance of Mediation

RESEARCH QUESTION TWO

To what extent do Iranian EFL teachers act as mediators in teaching English as a foreign language?
As shown in Table 3, the mean score of teachers' responses to the third part of the mediation questionnaire is about 4 but less than 5. With considering the values of the questionnaire, it manifests that teachers have selected quite often value more than others. More interestingly, Table 3 illustrates that item 6 (help students to set challenges for themselves and to develop strategies to meet those challenges) and 7(teach learners how to set their own goals in learning) have the least mean sore 3.73 and 3.93 respectively.

Table 3. *Descriptive Statistics of Iranian EFL Teachers' Perceptions Towards Their Role as Mediators*

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	40	2	5	4.43	.712
Q2	40	2	5	4.27	.784
Q3	40	2	5	4.23	.800
Q4	40	2	5	4.50	.751
Q5	40	2	5	4.15	.921
Q6	40	2	5	3.73	.960
Q7	40	2	5	3.93	.971
Q8	40	2	5	4.08	.917
Q9	40	1	5	4.25	.927
Q10	40	3	5	4.25	.870
Q11	40	2	5	4.48	.784
Q12	40	2	5	4.25	.870
Valid N (listwise)	40				

RESEARCH QUESTION THREE

 Is there any significant difference between Iranian EFL teachers' perceptions regarding their educational degree?
A Kruskal-Wallis Test revealed there is no significant difference between Iranian EFL teachers' perceptions across four different educational degree groups since 0.05 <.513. Thus, the null hypothesis is retained.

Table 4. *The Difference between Iranian EFL Teachers' Perceptions Regarding Their Educational Degree*

Chi-Square	.429
df	1
Asymp. Sig.	.513

Note. a. Kruskal Wallis Test b. Grouping Variable: degree

RESEARCH QUESTION FOUR

Is there any significant difference between Iranian EFL teachers' perceptions regarding their teaching experience?
According to Table 5, null hypothesis is rejected because .014<.0.05. As a result, there is a statistically significant difference in Iranian EFL teachers' perception across four teaching experience groups.

Table 5. *The Difference Between Iranian EFL Teachers' Perceptions Regarding Their Teaching Experience.*

Chi-Square	6.054
df	1
Asymp. Sig.	.014

Note. a. Kruskal Wallis Test b. Grouping Variable: experience

RESEARCH QUESTION FIVE

Is there any significant difference between Iranian EFL teachers' perceptions regarding their age?
Table 6 displays that null hypothesis is retained for the reason that .0.05<.025. Consequently, there is no statistically significant difference in Iranian EFL teachers' perception across four age groups.

Table 6. *The Difference between Iranian EFL Teachers' Perceptions Regarding Their Age*

Chi-Square	4.996
df	1
Asymp. Sig.	.025

Note. a. Kruskal Wallis Test b. Grouping Variable: age

RESEARCH QUESTION SIX

Is there any significant difference between Iranian EFL teachers' perceptions regarding their gender?
A Mann-Whitney U test was conducted to determine whether there was no significant difference in Iranian EFL teachers' perceptions regarding their gender. Results of the analysis indicated that there was not a significant difference since $U = 83.000$, $z = -.185$, $p=.853> 0.05$.

Table 7. *The Difference between Iranian EFL Teachers' Perceptions Regarding Their Gender*

Mann-Whitney U	83.000
Wilcoxon W	98.000
Z	-.185
Asymp. Sig. (2-tailed)	.853
Exact Sig. [2*(1-tailed Sig.)]	.874[b]

Note. a. Grouping Variable: gender

DISCUSSION AND CONCLUSION

As it has been argued by Rasman (2016), teachers' mental lives can be straightly detected from their language-mediated teaching performance in the classroom. Borg (2003) also states that study on teacher cognition in Applied Linguistics has added to our perception on teachers' knowledge, beliefs, decision-making, awareness; psychological lives that are hidden and unobservable. In fact, the conceptualizations that teachers have of the nature of teaching have a considerable effect on their work (Richards ,1994). As Freeman (2002, p, 1) puts, it is quite clear that "teachers' mental lives represent the hidden side of teaching. As it has been mentioned by Richards (1994), the teacher-as-thinker metaphor puts emphasis on how teachers conceptualize their work and the sorts of thinking and decision-making which underlies their practice. In this way, instead of seeing the development of teaching skill as the mastery of broad principles and theories that have been determined by other individuals, the acquisition of teaching expertise is viewed as a process in which the teacher involves actively in constructing a personal and workable theory of teaching.

The current study suffers from some possible methodological and practical constraints limitations as follows: firstly, due to the small sample size, it is not feasible to generalize these results to other populations with

diverse educational backgrounds and consider it as a representative distribution of the wider population. Secondly, there is a restricted time available to the writers in order to employ other instruments apart from questionnaire to collect data. More importantly, because of limited accessibility to target sample convenience sampling has been selected. In this investigation, the primary aims were to assess how important Iranian EFL teachers think the different aspects of mediation are and to what extent Iranian EFL teachers act as mediators in their classes. The findings of this study suggest that shared intention ; that is, the teacher should be capable to make instructions understandable and clear for learner (Williams & Burden, 1997) had the highest mean score which is in line with Chang's finding in 1993 . As Seng (2003) asserts, in the MLE interactionist model, the teachers should have a clear purpose of what to teach and should share their intentions to the student. Intentionality and Reciprocity (IR) parameter which refers to the teacher's awareness of how the learner reacts to the intention entails that an clear and purposeful consequence results from the interaction among people. Thus, the IR parameter puts emphasis on the fact that the quality of interaction is not unplanned or accidental in nature.

Malle, Moses, and Baldwin (2001) have proposed four reasons why intentionality plays major role in social cognition. The first is that, intentionality considers the mental conditions such as belief, willingness, and consciousness. The next rationale is that intentionality can provide understanding on the association between intentions and actions. Thirdly, intentionality elucidates the coordinated social communications. Lastly, intentionality is a key factor in the evaluation of social actions.

The evidence from this study also suggested that Iranian EFL teachers suppose that fostering students' feelings of competence and ability of learning of a variety of particular tasks are very important which is inconsistent with Chang's(1993)research. In other words, Iranian EFL teachers believe that they are in charge of eliminating the unnecessary fear of failure (Seng, 2003).One of the more significant finding to emerge from this study was that goal setting as the teacher ability to assist students how to set feasible and realistic goals and find some ways of achieving them was the least important item among others which can open a new array for further research.

The last questions set out to explore the possible differences of Iranian EFL teachers' perceptions across different educational degree, teaching experience ,age and gender groups. The results of present study revealed there was no statistically significant difference in Iranian EFL teachers' perception across their educational degree, age and gender groups. While, regarding teaching experience, the findings illustrated that there was a statistically significant difference in Iranian EFL teachers' perception across four teaching experience groups; that is, the more experienced they were, the more important mediation was for them. In general, therefore, it seems that via employing the MLE model teachers not only can reconsider their roles, but also empower them as facilitators, mediators, decision-makers and more importantly as thinkers in the heuristics world.

These findings contribute in several ways to our understanding of teachers mental lives and provide a basis for further research. As it has been offered by Rasman (2016), teachers cognition-in-action which is pertinent to the broader sociocultural aspect might be the foundation of their additional development. It would be interesting to assess the effects of teacher training courses and their awareness on their belief about their roles in their classes. Another possible area of future research would be to investigate how teaching experience can bring differences through interview. The questionnaire would have been more useful if it had asked participants to explain about their choices via open-ended questions.

REFERENCES

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36* (2), 81-109.

Brooks, F. (1992). Communicative competence and the conversation course: A social interaction perspective. *Linguistics and Education, 4*, 219-246.

Brown, D. (1994). *Teaching by principles. An interactive approach to language pedagogy.* New Jersey: Prentice Hall Regents.

Chang, W.C. (1993). An investigation into teachers' mediation with junior college students' learning English in Taiwan. *Journal of Language Teaching and Research, 3*(1), 97-135.

Fisher, R. (2005). *Teaching children to learn* (2nd ed.). Cheltenham, UK: Nelson Thornes.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from north American educational research on teacher education in English language teaching. *Language Teaching, 35*(1), 1-13. doi:10.1017/S0261444801001720

Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly, 37(2),*247-273.

Gravett, S., & Henning, E. (1998). Teaching as dialogic mediation: A learning-centered view o f higher education. *South African Journal of Higher Education, 12* (2). 60-68.

Johnson, K.E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge: New York, NY.

Kargozari, H., & Tafazoli, D. (2013). Evaluating the zone of proximal development: A Vygotskian perspective. *An International Refereed E-Journal of Literary Explorations, 1*(4), 1-5.

Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Malle, B. F., Moses, L. J., & Baldwin, D. A. (2001). *Intentions and intentionality: Foundation of social cognition.* London: The MIT Press.

McCormick, D.E., & Donato, R. (2000). Teacher questions as scaffolded assistance in an ESL classroom. In J.K. Hall & L.S. Verplaetse (Ed.), *Second and foreign language learning through classroom interaction* (pp. 183–201). Mahwah, NJ: Lawrence Erlbaum.

Ohta, A. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of l2 mediating language learning grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp.51-78). Oxford: Oxford University Press**.**

Olusegun, B.S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *IOSR-JRME, 5*(6), 66-70.

Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research, 9*(3), 233–265.

Rasman, R. (2016). Demystifying teacher cognition-action divide: Unfolding teacher cognition through shared intentionality in a grammar microteaching session. *Asian EFL Journal, 5*, 24-40

Richards, J.C. (1994). Teacher Thinking and Foreign Language Teaching. *MEXTESOL Journal, 18*(2), 7-12.

Richards, J.C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms.* Cambridge, UK: Cambridge University Press.

Seng, T.O.(2003). Mediated learning and pedagogy: Applications of Feuerstein's theory in twenty-first century education .*REACT*, *22*(1), 53-63.

Ting, Y. (1987). Foreign language teaching in China: Problems and perspectives. *Canadian and International Education*, *16*(10), 48-61.

Tzuriel, D. (2005). Dynamic assessment of learning potential: A new paradigm. *Transylvanian Journal of Psychology, 1*, 1-16.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach.* Cambridge: Cambridge University Press.

Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry,17*, 89-100. doi:10.1111/j.14697610.1976.tb00381.x

Xiongyong, C. (2011). Knowledge of Mediation and Its Implementation among Secondary School EFL Teachers in China. *Theory and Practice in Language Studies, 1*(9), 1111 -1121. doi:10.4304/tpls.1.9.1111-1121

Xiongyong, C., Samuel, M., & Hua, C. (2012). Evaluation on EFL teacher roles from the perspective of mediation: Case studies of China's secondary school classroom practices. *International Review of Social Sciences and Humanities, 3*, (1),117-134.