

## Teacher-Scaffolding vs. Peer-Scaffolding in Task-Based ILP Instruction: Effects on EFL Learners' Metapragmatic Awareness

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**Abstract :** The aim of the present study was to investigate the effect of teacher-scaffolding versus peer-scaffolding on EFL learners' metapragmatic awareness in the paradigm of task-based language teaching (TBLT). To this end, a number of dialogic information-gap tasks requiring two-way interactant relationship were designed for the five speech acts of request, refusal, apology, suggestion, and compliment following Ellis's (2003) model. Then, 48 intermediate EFL learners were randomly selected, homogenized, and assigned to two groups: 26 participants in the teacher-scaffolding group (Group One) and 22 in the peer-scaffolding group (Group Two). While going through the three phases of pre-task, while-task, and post-task, the participants in the first group completed the designed tasks by the teacher's interaction, scaffolding, and feedback. On the other hand, the participants in the second group were required to complete the tasks in expert-novice pairs through peer scaffolding in all the three phases of a task-based syllabus. The findings revealed that the participants in the teacher-scaffolding group developed their L2 metapragmatic awareness more than the peer-scaffolding group. Thus, it can be concluded that teacher-scaffolding is more effective than peer scaffolding in developing metapragmatic awareness among EFL learners. It can also be claimed that the use of tasks can be more influential when they are accompanied by teacher-scaffolding. The findings of the present study have implications for language teachers and researchers.

**Keywords :** ILP, metapragmatic awareness, scaffolding, task-based instruction

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