**The Effect of Synchronous and Asynchronous Multimodal Scaffolding on the Iranian Intermediate EFL Learners**

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**Abstract**

Due to the progress of electronic devices, the theoretical and methodological views related to writing have been changed. The present study aimed to investigate the utilizing scaffolding through digital tools. The attempt was put to uncover the effective role of multimodal scaffolding on the development of learners’ writing complexity. In fact, a comparison was made between synchronous and asynchronous e-learning environments. Additionally, this study was established a comparison with regard to genders’ tendency towards using multimodal scaffolding. The sample of 90 participants was provided with Oxford Placement Test to ensure the homogeneity of them. Afterwards, they were randomly divided into three groups; two as experimental groups to provide the comparison between the synchronous and asynchronous environments. All groups (experimental and control) were received instruction to get familiar with the process of writing the participants were asked to produce their compositions in time limited of 45 minutes. The topic was chosen based on their interest through free discussion and brainstorming. Their essays considered as the pretest and posttest. The control group was received no treatment. Reversely, experimental groups were received scaffolding. One sub group was received scaffolding in synchronous environment through sending instant messages and the other sub group was received help in asynchronous environment through email. Different modes were used for communication for instance graphic, podcasts and movie trailers. In order to estimate writing complexity coh-Metrix software was applied. Moreover, a structured interview was used to obtain in-depth understanding towards male and females’ tendency using multimodal scaffolding.

*Keywords: Synchronous, Asynchronous, Scaffolding, Multimodality, Writing complexity*