**SCAFFOLDING ADULT IMMIGRANT STUDENTS
IN AN EFL LESSON**

**Master's Thesis
Viktorija Razgulina-Lytsy**

JYVÄSKYLÄN YLIOPISTO

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Viktorija Razgulina-Lytsy

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Oppimisprosessi on luonteeltaan enemmänkin sosiaalinen kuin yksilöllinen. Tämä lähestymistapa on hyödyllinen myös aikuisille maahanmuuttajaopiskelijoille, koska sosiokulttuuriseen näkemykseen perustuvassa oppimisympäristössä he oppivat sekä oppiainetta että perehtyvät yhteiskunnan kulttuuriin, johon he sopeutuvat turvallisessa ja kannustavassa ympäristössä muiden seurassa. Sosiokulttuurisen teorian mukaan oppiminen on opettajan ja opiskelijoiden välisen vuorovaikutuksen seuraus, joka tapahtuu opiskelijoiden lähikehityksen vyöhykkeellä (the zone of proximal development, ZPD). Lähikehityksen vyöhyke on oppimisen todellisen kehitystason ja potentiaalisen kehitystason välinen ero. Toisin sanoen sosiaalisen kanssakäymisen seurauksena opettajan tai toisen opiskelijan kanssa, opiskelija vähitellen oppii itse säätelemään omaa toimintaansa. Jotta opiskelija saavuttaisi oman säätelemistasonsa, opettajan antama oikea-aikainen tuki (scaffolding) opiskelijoita ohjaavassa opetuksessa on tärkeä kielen oppimiselle. Luokkaympäristössä oikea-aikainen tuki tarkoittaa opettajan ohjausta, jonka avulla opiskelija vähitellen pystyy itse suorittamaan annetun oppimistehtävän ja rakentamaan vastauksen.

Tämä tutkielma pyrki vastaamaan kolmeen tutkimuskysymykseen: 1) Millaisia strategioita, eli millaisia keinoja ja mihin tarkoituksiin, vieraan kielen opettaja käyttää suunnitteluvaiheessa tavoitteenaan opiskelijoiden oikea-aikainen tukeminen? 2) Miten oikea-aikainen tukemisprosessi toteutuu vieraan kielen opettajan ja opiskelijoiden välisessä vuorovaikutuksessa opettajajohtoisessa luokkahuoneympäristössä? 3) Millaisia strategioita opettaja käyttää antaessaan opiskelijoille oikea-aikaista tukea?

Tutkielma toteutettiin kuvailevana tapaustutkimuksena, johon osallistui 11 aikuista englantia vieraana kielenä opiskelevaa maahanmuuttajaopiskelijaa, jotka opiskelevat ammattiopistossa tieto- ja viestintätekniikan perustutkintoa varten, ja heidän englannin kielen opettajansa. Tutkielman aineistona oli seitsemän kahtena peräkkäisenä päivänä äänitettyä ja videonauhoitettua englannin kielen oppituntia. Niiden lisäksi opettajaa haastateltiin havainnoitujen oppituntien jälkeen ja haastattelu äänitettiin. Haastattelu litteroitiin ja analysoitiin laadullisen sisällönanalyysin keinoin. Myös yksi oppitunti valittiin satunnaisesti litterointia ja laadullista vuorovaikutusanalyysia varten.

Tulokset osoittivat, että oppituntien suunnittelun edellytyksenä ovat opiskelijoiden tarpeet ja kurssin tavoitteet. Oikea-aikaisen tuen suunnittelu perustuu tehtävien valintaan ja niiden järjestykseen, jossa edellisten tehtävien suorittaminen antaa pohjan seuraavien tehtävien suorittamiseen. Opettajan ja opiskelijoiden välisen vuorovaikutuksen aikana opettaja käytti useita strategioita antaessaan opiskelijoille oikea-aikaista tukea, ja sen prosessin aikana sekä opettaja että opiskelijat olivat aktiivisia osallistujia. Tulokset myös osoittivat, että antaessaan oikea-aikaista tukea opettaja käytti monipuolisia keinoja erilaisiin tarkoituksiin. Sen lisäksi opettajan käyttämien strategioiden havaittiin muodostavan kokonaisuuden, jossa tuki oli monipuolinen ja joustava opiskelijoiden tarpeiden mukaan ja liiallista tukea vältettiin.

Asiasanat – Keywords EFL teaching, sociocultural theory, scaffolding, adult immigrant learners, scaffolding strategies, interview, interaction analysis

Säilytyspaikka – Depository Kielten laitos

Muita tietoja – Additional information

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1 INTRODUCTION

According to sociocultural theory, a successful process of teaching and learning is culturally based, social and communicative rather than individual. Therefore, social interaction lies at the core of the process of knowledge construction in classroom settings. This approach to teaching and learning is crucially beneficial to adult students with immigrant background as in a socioculturally grounded teaching and learning process they are introduced to the meaning-making resources of the society and at the same time become familiarized with and learn not only the subject taught but also about the cultural life of the community they integrate into. In this process, adult immigrant students learn to use artefacts, technologies and rituals of the guest society and adapt to its culture in a company of others in a safe and supportive classroom environment. Moreover, through progressing competence in the subject, students become effective members of society. Knowledge becomes part of students' mental capability which affects how they construe the world, approach problems and relate to other people.

Education of immigrants in Finland is a current issue that yells for more research. The focus of studies has been on school pupils with immigrant background rather than on adult immigrants. For example, a study by Voipio-Huovinen (2007) concerns bilingualism of immigrant pupils, in research by Rapatti (2009) and Saario (2012) the target group is immigrant pupils in a mainstream Finnish classroom. Firstly, the Finnish language teaching and learning issues have been studied to create conditions for additive bilingualism, that is, Finnish as a second language adoption with no detrimental effect on the pupils' mother tongues. In addition, some research has been done on the motivation and attitudes towards the English language learning of school pupils with immigrant background (Hirvonen 2010) and how migrant students aged 15-35 see and conceptualize themselves as learners of Finnish and English (Hakkarainen 2011).

Unfortunately, the area of educating adult immigrants is rather neglected. As a number of immigrants who move to Finland in their adulthood grows constantly, the issue of teaching adult immigrants with different backgrounds becomes more and more of current interest. A multilingual classroom obviously differs from a monolingual one. Therefore, scaffolding strategies, that is, special support provided by a teacher to adult immigrant students as well as teacher-student interaction in a lesson are probably very

different from interaction in a monolingual adult classroom or a multilingual classroom of school pupils. Great attention should be paid to the particularities of a classroom of adult immigrants as that has an influence on scaffolding strategies.

Scaffolding strategies provided by an expert to a novice or a group of novices have been studied considerably. Initially a phenomenon of scaffolding was noticed and scrutinised by researchers and developers of sociocultural theory in mother-child interaction (for instance, Bruner 1980, 1985, Wood 1998) and later on applied to pedagogy. The first studies concerned teacher-student one-to-one interaction in tutorial sessions or interaction with a group of students (Maybin, Mercer and Stierer 1992, Donato 1994, see also research review by van de Pol, Volman and Beishuizen 2010). Whole-class teacher-student interaction has not been studied extensively or it has not been the main focus in studies (see the review of studies on scaffolding in, for example, Hakamäki 2005). Scaffolding in a multilingual classroom setting with school pupils has been investigated by researchers interested in bilingualism and multilingualism (Dansie 2001, Gibbons 2002, Gibbons 2003, Walqui 2006). The main focus in these studies has been on the English language as a language of instruction and as a medium of teaching and learning other subjects, but not as a foreign language. Scaffolding provided in a lesson of English as a foreign language in teacher-fronted interaction has not been studied in a classroom of adult immigrants. Yet, a similar study has been carried out in Finland in teacher-fronted whole-class interaction with Finnish school pupils learning English as a foreign language (Hakamäki 2005).

There is a need for a study on scaffolding and scaffolding strategies provided by a teacher in whole-class interaction with adult immigrants studying English as a foreign language since this group of learners is growing in consistency with immigration rates (cf. section 2.2.). Furthermore, English skills are important and useful for immigrants in their working life (see a survey on the importance of English in Finland by Leppänen et al. 2011). Moreover, research on scaffolding strategies in a classroom of adult immigrants would not only complement the knowledge about the phenomenon of scaffolding but also shed some light into the area of teaching adult immigrants with a diversity of linguistic and cultural backgrounds. In conclusion, studies on adult immigrant learners are of current importance.

Thus, the objective of the study was to investigate the phenomenon of scaffolding in an EFL classroom with adult immigrant students. Firstly, the study analysed how the teacher plans the teaching and learning process for scaffolding to occur. Secondly, it explored how scaffolding is implemented in teacher-led whole-class interaction. Finally, it was scrutinised what scaffolding strategies the teacher uses in instructions to the whole class. The data consisted of field notes from classroom observation, seven video and audio-recorded lessons and a semi-structured interview of the teacher. For the purposes of interaction analysis, one lesson was chosen randomly and transcribed. The verbatim transcribed interview was analysed by means of content analysis. Thus, it is a case study since participants were one teacher and one class of adult immigrants, and a qualitative approach was applied in the data analysis.

The study will begin by a review of education of adults with immigrant background in Finland, in Chapter 2. After that, in Chapter 3, I will outline the core tenets of sociocultural theory that are important in second language learning and teaching. Moreover, I will describe in great detail the theory of zone of proximal development (ZPD) as it has served as a basis for the notion of scaffolding to emerge. The notion of scaffolding is the key term in this thesis therefore it will receive a very detailed description in Chapter 4. Thus, the core features of scaffolding presented by various researchers will be depicted. The focus will be given to pedagogical scaffolding as structure and process. Chapter 5 presents a brief review of previous studies on scaffolding that are as close to the present research as possible. In Chapter 6, the research design of the present study is described including the aims of the study, the participants, the methods applied to collect and analyse the data. This is followed by the presentation of findings in Chapter 7. Chapter 8 discusses the results and concludes with the strengths and weaknesses of the present study as well as offers suggestions for further research.

2 ADULT IMMIGRANTS AND THEIR EDUCATION IN FINLAND

Immigration is a relatively recent phenomenon in Finland, nevertheless immigrants make a significant part of the population, particularly in some areas. In Finland, immigration rates have been increasing during the last two decades and although they have dropped slightly during the last few years (cf. section 2.2.), this phenomenon

obviously is not going to disappear. These tendencies pose some challenges to Finnish society including educating adult immigrants to increase their opportunities for employment. In this chapter, firstly, I will define the terms *immigrant* and *adult immigrant*. Secondly, I will cover the immigration situation in Finland as well as describe some features of immigrants. After that, I will move on to the issues of education of adult immigrants. I will describe education programmes for adult immigrants available in Finland as well as present the role of English in adult immigrant education and the main features of an English classroom of adult immigrants.

2.1 Terms of an immigrant and an adult immigrant

The term *immigrant* is a broad concept and its notion is rather ambiguous. Usually it means a person who was born abroad and has moved to a country with an intention to live there for a longer period of time (Väestöliitto 2012a). According to Martikainen and Haikkola (2010: 10), an immigrant is a person who was born abroad and has moved to Finland temporarily or permanently. Nevertheless, in Finland, it may also mean a person who was born in Finland but whose parents or one of the parents has moved to Finland. In this case, the term *immigrant of the second generation* may be used (Väestöliitto 2012a). These people may be categorized also as *persons with an immigrant background* (Martikainen and Haikkola 2010: 10, see more about immigrant generations and other concepts in Martikainen and Haikkola 2010: 10-16).

In the definition of the term immigrant, Liebkind et al. (2004) include such subterms as *asylum seeker, refugee* and *migrant*. A refugee is a person who is outside his or her country of origin due to persecution and applies for international protection and residence permission in a foreign country (Liebkind et al. 2004: 10). Such a person may be referred to as an asylum seeker until his or her status is recognized. According to the United Nations Convention relating to the status of s (CRSR), an asylum seeker is a person who applies for international protection and the right of residence in a foreign country. These people may be granted residence permits as refugees, as persons in need of protection due to the threat of torture or other inhuman treatment in their home countries, and as persons in need of humanitarian protection. (Ministry of the Interior 2010: 10). A migrant is a person who moves to a foreign country permanently to earn his or her living (Liebkind et al. 2004: 10).

Yet, the term *migrant* is not an unambiguous one. Migrants may be also labelled *foreign migrant workers*. Those migrant workers who are on short assignments or in season jobs are not included into statistics of immigration in Finland (Väestöliitto 2012a). Therefore, the term *foreigner* or *foreign national* means a person who does not have a Finnish citizenship. This person may be a citizen of some other country or may be without a citizenship (Liebkind et al. 2004: 10). Moreover, not all immigrants are foreigners since they may have been granted a Finnish citizenship. An immigrant may be also *a returnee*, that is, a person who moves to his or her country of origin. In Finland, returnees are also people who are ethnic or present citizens of Finland, their family members or descendants who move to Finland. (Väestöliitto 2012a).

In conclusion, the term immigrant includes such concepts as refugee, asylum seeker, migrant, foreign migrant worker, returnee, immigrant of the second generation, person with an immigrant background, and overlaps with the term foreigner or foreign national. The target group of this thesis is adult immigrants. In this study, an adult immigrant is a person who was born abroad and moved to Finland in his or her adulthood based on any grounds for immigration.

2.2   Immigration in Finland and characteristics of immigrants

Finland has become an immigrant rather than emigrant country since the 1980s (Vartia et al. 2007: 16). The number of immigrants has grown substantially during the last decades, particularly after 1990, although it has decreased slightly since 2008 (see Figure 1).
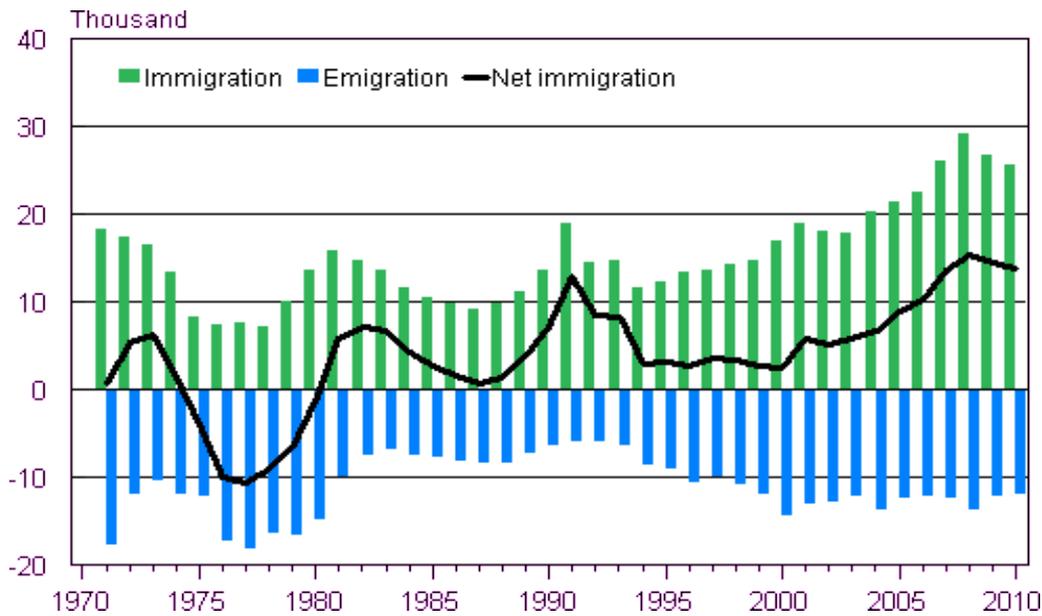
Figure 1. Immigration, emigration and net immigration in 1971-2010 (Statistics Finland 2011a)

In 2010, the proportion of foreigners composed 3% of the population of Finland (Ministry of the Interior 2010: 3), and, compared to the other Nordic countries and countries of the Central Europe, was rather low (Vartia et al. 2007: 16). In conclusion, the phenomenon of immigration is rather recent in Finland, and although its rates have dropped slightly since 2008, the number of immigrants is increasing every year.

Immigrants form a multifarious group of Finnish population. Firstly, foreigners immigrate to Finland for many reasons. The most common ones are work, family ties and study (see Table 1).

Table 1. Granted residence permissions and refugee applications in accordance to the grounds in 2006-2009. People from EU countries are not included (Väestöliitto 2012b)

The ground	%
Family ties	28.5
Work and occupation	24.2
Other (mostly labour)	14.5
Study	21.8
Humanitarian	8.8
Finnish origin	2.3

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Since 2006, the number of applications on the basis of family ties as a reason for immigration to Finland has been growing and is a substantial factor (Väestöliitto 2012b). As can be seen in Table 1, in 2010, most applications concerned family ties to other relatives and family members of Finnish citizens. Most of the applications were submitted by Somalians on the grounds of a family reunion. It is assumed that in the future there are going to be more applicants on the grounds of family ties due to a substantial number of refugees in Finland. In addition, a number of foreigners has grown recently, therefore, it may also raise the number of applications for residence permissions on the grounds of family ties. (Finnish Immigration Service 2010). Immigration due to employment and studies in Finland have also been among the most common reasons. Applications on the grounds of work have grown by 50% since 2005. Less than 10% immigrated to Finland as refugees and asylum seekers during 2006-2009. (Väestöliitto 2012a).

Secondly, there is a great diversity of nationalities among immigrants. In 2010, the majority of foreign nationals were Estonians and Russians (17.3% and 16.9%) as well as citizens of Sweden (5.1%), Somalia (3.9%), China (3.3%), Iraq and Thailand (3.0% and 3.0%), and others (Ministry of the Interior 2010: 4). After 2010, Estonian citizens became the largest group of foreign citizens living in Finland whereas in the past the largest group of foreigners was citizens of Russian Federation. In 2010, there were 54,783 residents with a dual citizenship, that is, those who hold a citizenship of some other country in addition to a Finnish citizenship. Therefore, these people are not included as foreign citizens in official statistics. In 2010, the largest dual nationality groups were citizens of Russian Federation (15,348), Sweden (5,275) and the United States (3,220). (Statistics Finland 2010)

In correlation with the rates of nationalities of immigrants, the largest groups of foreign language speakers are speakers of Russian, Estonian, Somalian, English, Arabic, and other languages. They form altogether 4.2% of Finnish population beside speakers of Finnish, Swedish and Sámi. (Ministry of the Interior 2010). In Figure 2, a number of foreign language speakers in 2000 and 2010 according to their native languages is presented. The figure shows that numbers of all largest groups of speakers have at least doubled during the last decade with a leading position of Russian native speakers. According to Population Register Centre (2011), there were 54,559 Russian speakers in

2010-2011. Estonian speakers form the second largest group by native language in Finland which is yet half smaller than the group of Russian speakers - 28,493 persons in 2010-2011 (Population Register Centre 2011). Speakers of other languages compose much smaller groups. For example, in 2010-2011, numbers of Somalian and English speakers were 12,985 and 12,855. In addition, there were 10,415 speakers of Arabic, 8,032 speakers of Kurdish and 7,546 speakers of Chinese in 2010-2011. (Population Register Centre 2011, see also Figure 2).
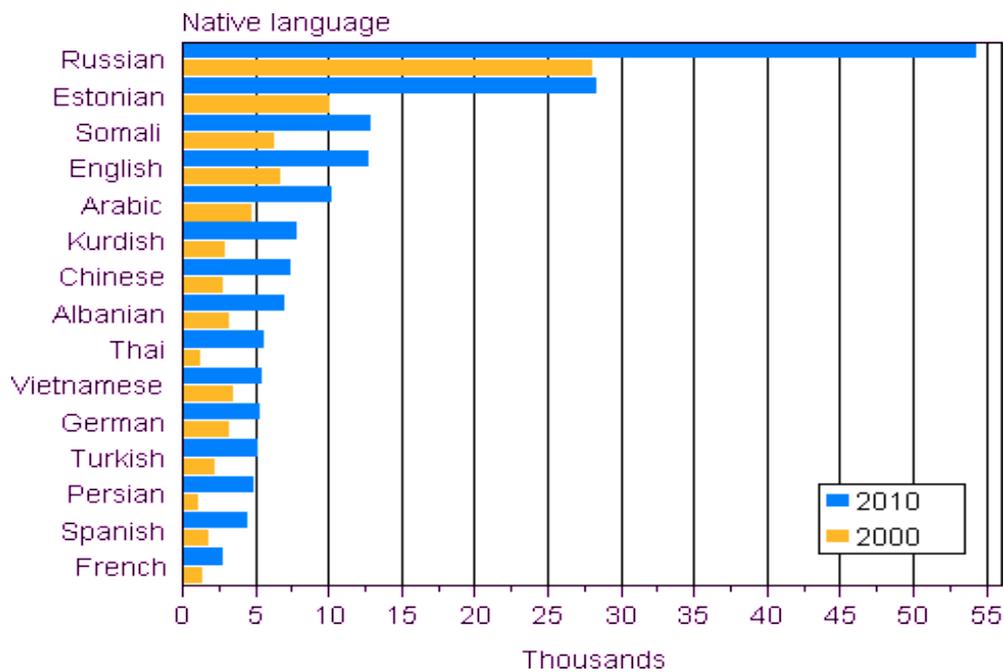
Figure 2. The largest groups by native language in 2000 and 2010 (Statistics Finland 2011b)

In conclusion, all immigrants, except returnees, form ethnic minorities in Finland (Liebkind 1994: 10). Based on the reasons for immigration, immigrants may be grouped to those who have moved to a foreign country voluntarily, and those who had to move to a foreign country due to the threat to their survival. Hence, immigrants compose a very diverse group in the Finnish society in terms of reasons for immigration to Finland, nationality and mother tongue. This situation implies that immigrants have also very different backgrounds, needs and face different challenges while adapting to Finnish society and culture. One of the ways to become a valuable and equal member of Finnish society is through education. As this thesis concerns adult immigrants, education programmes for adult immigrants will be briefly reviewed in the next section.

2.3 Education of adult immigrants

In accordance with Act on the Integration of Immigrants and Reception of Asylum Seekers (L493/1999), the integration, equality and freedom of choice of immigrants are promoted through different measures in Finland. Since only a part of foreigners immigrate to Finland as foreign migrant workers, most immigrants find it difficult to get employed. Based on the estimate of Ministry of Employment and the Economy, in 2010, an unemployment rate among foreigners in Finland was 25% whereas a percentage of unemployment among Finnish citizens was 8% (Ministry of the Interior 2010: 10). According to Forsander and Ekholm (2001: 59) and Liebkind et al. (2004: 30), employment is the central means to integrate therefore political measures are required for employment of immigrants. Employment of immigrants often depends on basic skills that are required in working life in Finland. These skills are knowledge of Finnish or Swedish and knowledge of Finnish culture. Besides, as Forsander and Ekholm (2001: 63) argue, some professions, such as a teacher of a native language, a solicitor, a shepherd, may be impossible to apply in Finland, therefore, immigrants may have to acquire additional education or even change their profession.

Thus, the main objective of immigrant education is to provide immigrants with opportunities to become equal members of Finnish society and guarantee them the same educational opportunities as citizens of Finland have. The main principals of immigrant education are equality, bilingualism and multiculturalism. (Finnish National Board of Education 2012). The goal is to preserve the education received in the country of origin and based on that provide a further education that would help integrate to the Finnish working life (Ministry of Employment and the Economy 2003: 31).

Firstly, Finnish (or Swedish) courses are organized for adult immigrants of all ages. The skills of Finnish or Swedish serve as a basis for integration to Finnish culture. Language skills also create opportunities for professional education and employment and are one of the criteria to be granted a Finnish citizenship. The goal of language courses is to achieve the Finnish or Swedish language level of B1.1 in accordance with the Common European Framework of Reference for Languages. (Finnish National Board of Education 2011). The integration education lasts about a year and includes not only Finnish or Swedish language courses, though they compose the greatest part of the

syllabus, but also courses about Finnish society and legislation. Integration education also includes a period of on-the-job training which is intended to introduce immigrants to the rules of Finnish working life and practise Finnish or Swedish language skills. (Finnish National Board of Education 2011)

In addition, literacy courses are organized for those adult immigrants who are illiterate. According to the Ministry of Employment and the Economy (cited in Finnish National Board of Education 2011), a number of these immigrants is about 700-800 a year. The goal of literacy courses is that illiterate adult immigrants achieve a basic Finnish or Swedish level to manage in everyday life situations as well as to promote their integration, give knowledge about Finnish society and culture, prepare them for working life in Finland and further education, for instance, in integration education courses. In addition to reading and writing, these adult immigrants develop their basic skills of arithmetic. This course takes about 40 study weeks. (Finnish National Board of Education 2011).

To increase integration and employment possibilities, adult immigrants may get basic and general upper secondary education in Finland. This education is intended for students over 18 years of age. The duration of education depends on educational institutions and the level of student's knowledge. Basic education can be obtained in 1-3 years and general upper secondary school syllabus may be completed in 2-4 years. (Finnish National Board of Education 2012).

Immigrants may also study at vocational schools and complete a vocational qualification in 3 years. Besides, after completing vocational or other upper secondary education, adult immigrants are eligible to apply to polytechnics and universities. (Finnish National Board of Education 2012). In 2008, there were 13,305 foreigners studying at vocational education institutions. The largest language groups were: Russian (4,769), Estonian (1,908), Arabic (588), Kurdish (559), Somalian (506), English (433), Persian (423), Albanian (422), Thai (288) and Vietnamese (272) (Finnish National Board of Education 2011: 7). Vocational upper secondary education and training programmes provide students with general vocational education and training as well as experience needed in working life (Finnish National Board of Education 2012). According to Finnish National Board of Education (2011: 7), competence attained in the country of origin was acknowledged in the case of a third of the immigrant students. In

addition to vocational studies, some general studies are included into the programme. General studies usually consist of compulsory and optional ones and include languages, for example, Finnish, Swedish and English, in addition to mathematics, physics and chemistry, social studies, art and culture. Besides, all qualifications include a period of at least six months of on-the-job training. (Finnish National Board of Education 2012).

Before vocational education, adult immigrants may study in the preparatory vocational education and training programme that lasts from six months to one year and includes 20-40 study weeks. This programme has been organized since 1999 and in March 2010 there were 1,587 adult immigrant students in these courses (Finnish National Board of Education 2011: 18). The objective of preparatory vocational education is to improve Finnish or Swedish language skills and other abilities required in vocational studies. The programme includes also Swedish or Finnish as a second language, English as a foreign language, mathematical and social subjects. At the same time, adult immigrant students learn about different occupations and vocational studies available. (Finnish National Board of Education 2011)

In conclusion, immigration poses many challenges and one of them is educating adult immigrants so that they can be employed successfully in the future (Institute of Migration 2002). The primary task for these immigrants is to develop necessary Finnish language skills not only to manage in their daily routines but also to gain professional education necessary for employment in Finland. Therefore, competence in Finnish or Swedish is a condition for successful integration and employment. Education programmes also support immigrant integration by introducing them to Finnish social structures, legislation system, customs and rules of working life. One of the professional skills required in Finland in order to create a successful career in almost any field is to have English language skills which I will discuss in the next section.

2.4 English in education of adult immigrants

Finland is one of many countries where English is learned and used as a foreign language. According to Svartvik and Leech (2006: 5), English is appreciated as it is found useful and indispensable to make international contacts in numerous areas of society, such as: business, politics, education, technology, sports, entertainment and

tourism. In addition, in the global economy and due to global mobility, English has gained a status of a lingua franca and workplace vernacular in international environments (Svartvik and Leech 2006: 7). According to the survey conducted by Leppänen et al. (2011), English language skills are considered as extremely important in Finland. In addition, the importance of English in Finland is believed to increase in the future. Therefore, in Finland, English has become one of compulsory subjects at all levels of education including immigrant education.

Teaching English to adult immigrants is rather challenging for teachers as groups are very heterogeneous (Institute of Migration 2002). The same class consists of students with very different backgrounds: their mother tongue, culture and reasons for immigration may differ a great deal as well as the education gained in a home country. Very often the same class is attended by adults with only basic education and those with a university degree. Therefore, capability to study as well as to adapt to Finnish culture, study and working life may vary a great deal. Another challenge is particularly related to English language teaching and is caused by the criteria for students to be granted a study place in a particular programme. Students are accepted to a course on the basis of Finnish language skills and their English language skills are not taken into account. The reason for that is too small a number of classes to group students also in accordance to their proficiency in English. Therefore, students' English language skills in the same class may vary from non-existent to fluent and native-level. (CEDTE 2008: 17-18).

When the English course for beginners is included in the teaching programme of, for example, vocational basic training, an approximate level of Finnish is A2.2 in accordance with the Common European Framework of Reference for Languages (see, for example, Koulutusnetti 2012). Moreover, the greatest peculiarity in such a classroom is the pressing need to use Finnish as a classroom language which is students' foreign or second language. In other words, English as a foreign language is taught through another foreign language, Finnish, in such a classroom setting. To be more precise, it should be noted that in some cases the Finnish language may not be the L2, that is, the second language learned after the mother tongue, but the third or in rare cases even the fourth one in a row. Yet, in SLA, the term third or additional language is used without making a distinction between the forth and fifth language (see a discussion about the terminology in De Angelis 2007). Besides, as it was already mentioned, some

students may be already fluent in English before they start learning Finnish. However, in this thesis, there is no distinction made between the two languages in terms of the order of their acquisition. Finnish is regarded as a second language since it is a language of the host country and English is labelled a foreign language to show its different status from Finnish.

3 SOCIOCULTURAL THEORY

In this chapter I will give a brief introduction to sociocultural theory and present the core principles of the theory that are particularly important for second language learning and teaching. In particular, I will describe in great detail the theory of the zone of proximal development (ZPD) that was conceived by L.S. Vygotsky as it has been applied to pedagogy as well as second language teaching and learning. The theory of the ZPD has served as a basis for the notion of scaffolding to emerge. Therefore, the relationship between scaffolding and the ZPD will be explored. Since the notion of scaffolding is the key term in this thesis, a detailed description will be provided. Thus, the core features of scaffolding illuminated by various researchers will be described. The focus will be given to pedagogical scaffolding emphasising verbal interaction in the classroom as the present study concentrates on scaffolding strategies in teacher and whole-class interaction in naturalistic classroom environment.

3.1 The central tenets of sociocultural theory

Sociocultural theory lies mostly in the ideas of Vygotsky that were later developed by others (see Mercer 1994, Lantolf 2000, Lantolf and Thorne 2007). McGregor (2007) defines the theory premised mainly on Vygotskian ideas as social constructivism and the theory arising out of Vygotskian notions and extending beyond them as socioculturalism. In order to understand the core features of sociocultural theory, it is best to describe them, firstly, from the Vygotskian perspective and then add the interpretations of others.

3.1.1 Learning precedes development

The central concept of Vygotsky's theoretical framework is that social interaction plays a fundamental role in human development and cognition. That is, learning and cognitive development are social and cultural rather than individual phenomena. It means that understanding is constructed and knowledge is shared in culturally saturated settings (Mercer 1994: 93). Van Lier (1996: 35) highlights that cognitive and social aspects should be studied and related in language learning. Before exploring the social side of development and cognition in learning, some more general concepts will be presented.

Vygotsky (1962: 94) agrees with other psychologists that learning should be adjusted to the child's development level. He acknowledges also the idea of critical stages of the child's development, yet, as Wood (1998) states, according to Vygotsky, learning is useful only when it precedes development. As Vygotsky (1978: 90) states:

> an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers.

In accordance with, for example, Piaget's cognitive theory, learning is successful only after the learner's relevant mental functions have already matured (McGregor 2007, Wood 1998), therefore Vygotsky's ideas and ideas of traditional psychologists contradict in this respect.

3.1.2 Language is the main tool of thought

Vygotsky (1962) explored the relationship between language and thought among other issues. Thought and language (or speech) albeit arise separately are interrelated processes that converge, intermingle and finally become quite different as the result of their merger. As John-Steiner and Souberman (1978: 126) state, in Vygotsky's point of view, language "is a highly personal and at the same time profoundly social human process". Therefore, language is the main tool to express a thought although the role of, for instance, gestures in interaction is acknowledged, too (Vygotsky 1962). In Mercer's (1998: 71) words, language is "a social mode of thinking".

As language, according to Vygotsky (1962), is, first of all, social speech, it is considered as dialogic rather that monologic. Therefore, the conversational nature of language is

highlighted, not its structure. In social communication, patterns and meanings of speech are appropriated and utilized by the child to regulate mental activity, and this process is called inner speech. Thus, external speech transforms and becomes individual inner speech that remains thought connected with words but is "to a large extent thinking in pure meanings" (Vygotsky 1962: 149).

The concept of inner speech is important in second language learning as before external speech becomes inner speech, it goes through the stage of self-directed language that is called private speech or egocentric speech (term used by Vygotsky) and its function is to direct, guide oneself. Private speech is often in a form of utterances that are not fully syntactic (researched by Wertsch and others, see Lantolf 2000: 15). Therefore, functionally private speech forms the basis for inner speech, but its form is embedded in external or communicative speech (Vygotsky 1978: 27). In such a way internalization of social speech takes place in the child.

3.1.3 Mediation in development and cognition

The central concept of the theory is that human mind is mediated. In other words, human beings use tools to accomplish a task. "Tools" are understood as psychical objects as well as artefacts created by human culture(s) over time that are available for future generations and can be modified before passing them to succeeding generations (Lantolf 2000). According to Vygotsky (as quoted in Lantolf 2000: 1), language is one of symbolic or semiotic tools and is used to establish indirect, or mediated, relationships between ourselves and the world. Likewise other tools, language is constantly remoulded by its users to serve their needs. Therefore, Kozulin and Presseisen (1995) define three major classes of mediators in Vygotsky's works: material tools, psychological tools, and other human beings.

Following the previous idea, mediation is central also to learning, that is, language as a semiotic tool is available to the learner in social interaction. As Walqui (2006: 161) puts it, "activity mediated by tools is mediated by social interaction". Language is a powerful tool in second language learning and teaching as it, for example, replaces pointing at an object. The environment can be described and commented upon, here-and-now

boundaries can be stretched to the talk about experiences in the past, intentions in the future or events under some conditions can be expressed (Gibbons 2003).

3.1.4   Regulation as a form of mediation

Regulation is one form of mediation and moreover it is central in a learning process as well as in second language acquisition. Regulation means that, as the child learns language, words not only name objects and actions but also "serve to reshape biological perception into *cultural* perception and concepts" (Lantolf and Thorne 2007: 199, emphasis in the original). In other words, children acquire the language used by adults and other children in their community and by doing so develop the ability to regulate their own behaviour. That is, children's activity is initially regulated by others and develops self-regulation (see Wertsch and Stone 1985).

This process of regulation, or self-regulation, has three stages (Lantolf and Thorne 2007: 200). In the first stage, children are controlled by objects (are easy to distract by other objects) or use familiar objects to think (for example, use of apples in counting). This stage is called an object-regulation stage. The second stage is known as other-regulation. It includes implicit or explicit mediation, that is, assistance by parents, peers, teachers and others. The ZPD (defined in section 3.2) illustrates how other-regulation functions in learning, including second language learning. The final stage is called self-regulation and refers to the ability to perform a task without assistance.

The process of self-regulation and internalization are very much related since internalization is, as Lantolf and Thorne (2007: 200) put it, "the process of making what was once external assistance a resource that is internally available to the individual". In second language learning, to be a proficient user of a language means to be self-regulated. It is also noted by Lantolf and Thorne (2007) that self-regulation is not a stable condition thus language proficiency may decline and a person may need help to re-access the earlier stages of development, that is, becomes other-regulated again.

3.1.5   Social interaction is the basis for learning

As stated above, a fundamental tenet of sociocultural theory is that internal psychological processes emerge in social interaction among human beings in an

environment where cultural tools and artefacts are presented. In such a way, internalization takes place. Internalization means that an external activity of other people is repeated and "constructed", and therefore an interpersonal process becomes intrapersonal. As Vygotsky states (1978: 57, emphasis in the original):

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first *between* people *(interpsychological)* and then *inside* the child *(intrapsychological)*. This applies equally to all voluntary attention, to logical memory, and to the formation of concepts. All the higher mental functions originate as actual relations between people.

In other words, learning moves from the social level to its individual conversion and then back to the social again (Gavelek and Raphael 1996, Lantolf 2000).

Drawing to the ideas of Mercer (2000) and Mercer and Littleton (2007: 20,21), it could be stated that sociocultural theory in terms of learning in the classroom setting incorporates three levels of human activity: cultural-historical, psychological and social-interactional. The cultural level of the learning process can be recognized in the concept of schools as "culturally embedded social institutions" with culturally shaped pedagogies and goals of education. The psychological level means that cognitive development and learning of individuals is affected by social factors. Moreover, learners encounter culture of society through interaction and talk between individuals and within groups. Talk acts as social action to pursue actions. Therefore, all three levels are connected and interrelated.

To summarise, the main tenets of sociocultural theory concerning learning as well as second language acquisition are as follows: learning precedes development, language is the main tool of thought, mediation as well as regulation and internalization as forms of mediation are central in learning, and social interaction is the basis for learning (Walqui 2006: 160). In the next chapter, the ZPD will be described as, according to Vygotsky (1978), it is the space where the learning process occurs.

3.2   The zone of proximal development

In this section, I will discuss the notion of the zone of proximal development (ZPD) as it was perceived by Vygotsky as well as present its interpretations developed by other scholars. Then I will move on to a depiction of the process of task performance within the ZPD and beyond it. By doing that, I will present where scaffolding takes place

within assisted performance. It will show the relation between the ZPD and scaffolding, and, furthermore, shed light on how the metaphor of scaffolding (discussed in section 4) arises in sociocultural theory. I will conclude this section with a discussion about the key features of the ZPD and explore its notion in further details. Also, I will consider its applicability in the teaching and learning process.

3.2.1 The notion of the ZPD

The theory of the zone of proximal development (ZDP) is one of the most popular of Vygotsky's concepts and, as Lantolf and Thorne state (2007: 206), has made an impact in developmental psychology, education and applied linguistics as much as in other research areas. The most often quoted definition of the ZPD is the following:

> It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky 1978: 86).

While the concept of the ZPD is popular and widely known, it is understood rather poorly. Kozulin et al. (2003: 3) explain that misunderstandings are caused by the fact that Vygotsky used the ZPD concept in three different contexts. It was used in developmental context to explain the emerging psychological functions of the child. In the applied context, the ZPD explains the difference between the child's individual and assisted performance, and, finally, the ZPD is used as a metaphoric "space" where child's everyday concepts meet scientific concepts provided by teachers or other mediators of learning.

In respect to the current study, an interpretation of the ZPD by van Lier (1996) seems to be the most appropriate one as it captures the space where scaffolding takes place (see Figure 3):
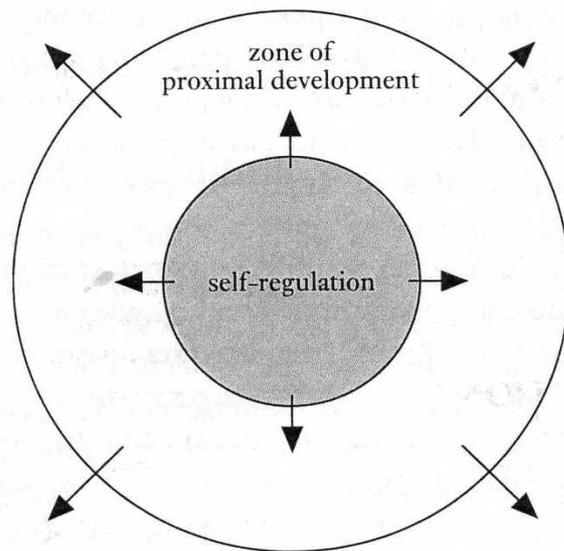
Figure 3. The ZPD (from van Lier 1996: 190)

The central area in Figure 3 represents things that a learner knows and can do confidently on his or her own. Therefore, this familiar territory is the self-regulation area. The area beyond this inner circle of self-regulation is an unfamiliar territory. This outer circle represents skills, understanding and concepts that a learner can only access with assistance of more knowledgeable others. As defined above, that is the zone of proximal development. In teaching and learning, it means that a piece of knowledge becomes available to a learner only if a teacher or more knowledgeable others provide sufficient help. This help may have different forms, for example, a new understanding is within the learner's reach if linked to already existing experience or knowledge. It is only within this outer circle that learning can occur. Thus, learning within the inner circle has already taken place, and learning beyond the outer circle is not yet available. (van Lier 1996). Lantolf (2000: 17) points out that there is a tendency to expand the scope of the ZPD and apply it not only to expert and novice interaction but also to interaction among peers with equal knowledge.

3.2.2 The process of task performance within the ZPD and beyond

In the light of sociocultural theory, development of task performance and understanding is perceived as a socially guided process and is depicted by Tharp and Gallimore (1988: 33-39) in the model of task performance (see Figure 4). This model throws light on how learning assisted by more capable others occurs within the ZPD and shows its relations

to internalization and regulation processes. In addition, it reveals how the main tenets of sociocultural theory are reflected in the learning process. Moreover, the model captures the learning process with its progression and regression stages as a natural and integral part of learning and seems to apply to the process of learning at any age. It should be noted that Tharp and Gallimore (1988) use the term of assisted performance rather than the metaphor of scaffolding (defined in section 4) to highlight the learner and his or her performance within his or her ZPD in the learning process.

Tharp and Gallimore (1988) define the four stages of a space for a task performance capacity to develop, after which the skill becomes automatized and then possibly regresses (see Figure 4).
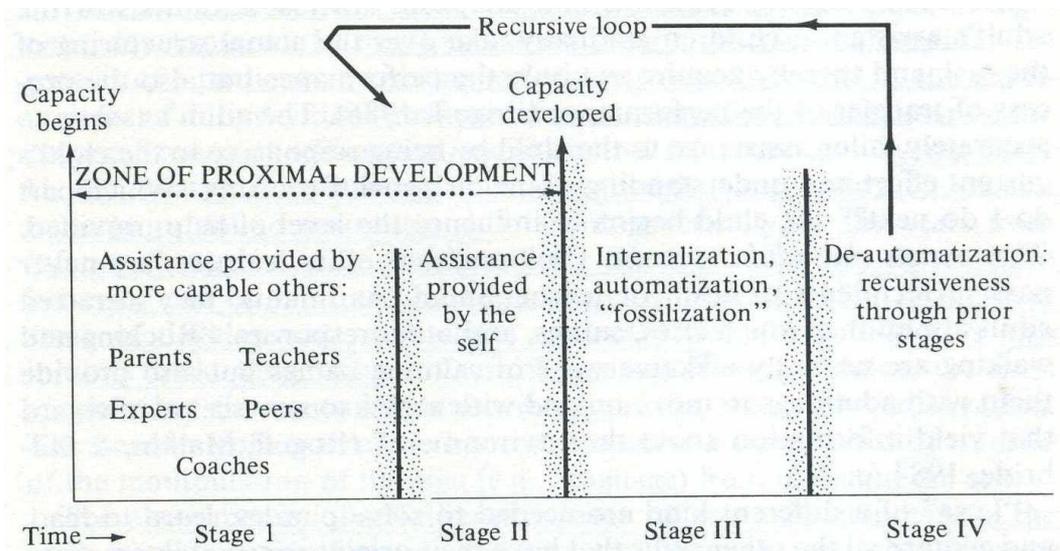
Figure 4. The four stages within the ZPD and beyond it (from Tharp and Gallimore 1988: 35).

During Stage I, a task performance of a novice should be assisted by more capable others: parents, teachers, experts, peers, coaches. Such assisted performance may be labelled scaffolding if the essential features for a teaching process to verify as scaffolding are present (see the definition of scaffolding in section 4.2). That is where the role of an assistor is crucial as a child, or an adult learner, may not conceptualise the final goal of the activity or know how to perform the task. Goals and sub-goals may emerge and change in cooperative interaction between an expert and novice along the way to an independent novice performance. In this stage, the shift of responsibility from an expert to a novice is important. Bruner (Bruner 1983: 60, as quoted by Tharp and Gallimore 1988: 35) calls it the handover principle. That is, a child, or an adult learner,

once being a spectator now becomes a participant. (Tharp and Gallimore 1988). In Vygotsky's terms (1978), a novice turns from other-regulated to self-regulated. In this kind of expert-novice interaction, not only a novice's abilities, understanding and concepts develop but also the expert's behaviour and understanding are modified all the time in their mutual interaction (Hammond and Gibbons 2001: 13).

In Stage II, a novice is already able to provide assistance by the self and does not need help of a more knowledgeable other to carry out a task and can perform it on his or her own. Though the performance in this stage is not fully developed or automatized, as Tharp and Gallimore (1988: 36) specify. As a matter of fact, that can be clearly observed in appearance of a learner's private speech. That is, other-directed speech becomes self-directed before development of inner speech occurs which takes place in Stage III. Thus, Stage III is the one where the performance has developed, is automatized, and "fossilized". The novice has gone beyond his or her ZPD and assisted performance is not only needless but may be disruptive and irritating as the learner is able to perform the task smoothly independently. This stage is "beyond self-control and beyond social control", as Tharp and Gallimore (1988: 38) conclude.

Final Stage IV is where de-automatization of performance is possible and the task performance recurs through prior stages (Tharp and Gallimore 1988: 38). On one hand, the lifelong learning of an individual means that a process of learning never stops and the circle of the ZPD sequences repeats itself from other-assistance (or other-regulation) to self-assistance (or self-regulation). On the other hand, an individual is constantly in "a mix of other-regulation, self-regulation, and automatized processes", as Tharp and Gallimore (1988: 38) put it. For example, a learner may have mastered the word order of positive sentences but not the word order of negative sentences. Moreover, results of the learning process are never stable and long-lived. For example, in SLA, the level of a language proficiency may decline and to reach the previous level of competence Stage I activities, or, in other words, other-assistance and other-regulation, are required.

3.2.3 The importance of the ZPD in teaching and learning

The notion of the ZPD interests educators for many reasons. One of them is that it provides a notion of scaffolding, and is "the key to establishing pedagogical scaffolding

strategies" (van Lier 1996: 160), although it is crucial to note that the ZPD and scaffolding are not the same (Kozulin et al. 2003, Lantolf and Thorne 2007: 209). The ZPD is a space where learning may occur if appropriate assistance, that is, scaffolding, is provided. Moreover, by providing appropriate support (Mercer 1994: 102) or, in other words, by giving appropriate instructions (Hedegaard 1996), the limits of cognition can be expanded. Hence, as Wells (1998) notices, the ZPD is not a determined feature of a learner. It is rather an emergent potential for learning process to occur which is created by participants during their interaction. Therefore, learning within the ZPDs of all participants, not only of less knowledgeable ones, may take place in collaborative knowledge construction. In addition, the upper boundary of the ZPD is not fixed and may be expanded depending on the learners' cognitive abilities as well as on what and how instructions are provided. (Wells 1998).

Therefore, another attractive point is that the ZPD is forward-looking and does not stop at the level of development already attained, but rather regards at what one can achieve with external assistance today and be able to accomplish independently tomorrow. Thus, the ZPD provides a determination of both the achieved development and the potential development. In conclusion, as Lantolf (2000: 17) says: "It is a metaphor for observing and understanding how mediational means are appropriated and internalized". In addition, it is important to note that, in the light of the ZPD, assisted or instructed learning is a normal, common and important feature of human development (Mercer 1994: 102).

Followers of sociocultural theory and exponents of the ZPD often note (Kozulin et al. 2003) that even though an individual ZPD differs from person to person, this concept can be applied to groups as well as individuals in classroom contexts. There are also opposite opinions: For instance, Mercer (1994: 104) argues that an idea of a group of learners with the shared ZPD stretches the concept too far and, therefore, it is less adaptable to the realities of classroom education than scaffolding. Hence, more precise formulation of the ZPD concept is needed for classroom research since cultural and social realities of classrooms have not been taken into account (Mercer 1994).

To summarise, researchers acknowledge that the ZPD exists not only in interaction between children and others, but also in interaction between adults and others. Moreover, it involves interaction between an expert and a novice as well as interaction

with peers, even less advanced ones (van Lier 1996). Therefore, the ZPD is more appropriately conceived as collaborative construction (term used by Donato 1994) of opportunities for individuals to develop their abilities. In this study interaction between the teacher and individual students will be explored and individual ZPDs a in collaborative learning process will be investigated. Thus, the notion of the ZPD as shared by a group of students is refuted in this study.

4   SCAFFOLDING

In this section I will present the notion of scaffolding and analyse its nature and key features. I will particularly highlight what it offers in terms of teaching and learning as my study concerns pedagogical scaffolding. Then, I will explore the question about different strategies of scaffolding, how it is recognized in classroom contexts and how it differs from a simple teacher help or support. Before I approach these issues, it is reasonable to discuss where the metaphor of scaffolding comes from.

4.1   Metaphor of scaffolding and its limitations in educational contexts

The denotative meaning of the word "scaffolding" is "the system of scaffolds" whereas "scaffold" means "a temporary or movable platform for workers (as bricklayers, painters, or miners) to stand or sit on when working at a height above the floor or ground" (Merriam-Webster dictionary 2011). In other words, scaffolding is placed around the outside of buildings under construction to allow workers access the emerging structure as it rises from the ground. Once the structure can support itself scaffolding is removed. In a similar way, scholars argue, teachers provide their learners with essential but temporary supporting structures to assist them in developing new abilities, understanding and concepts. In addition, in a similar way as builders withdraw supporting structures when the building is constructed, teachers have to remove support when learners internalize the material taught, and have to provide further support to improve learners' skills, deepen their understanding and concepts.

The metaphor of scaffolding was first coined by Bruner and Sherwood (1975, in van Lier 2007: 59) to describe how mother supports her baby in the "peekaboo" game. It was showed that parents who were "successful scaffolders" focused their children's

attention on the task, kept them motivated and working on the task. Parents divided the task into manageable components and directed their children's attention to successfully perform the task. The essential feature of parents' performance, in addition, was to keep an appropriate difficulty level of the task (Bruner 1980, Wood 1998: 99, see also about other similar studies by Wood, Bruner and colleagues in Wood 1998).

Later, the term scaffolding was applied to describe tutor-child interaction in language development of young children by Wood et al. (1976, in van Lier 2007: 59) and served as the first attempt to extend the metaphor of scaffolding into classroom contexts. Bruner (1985: 24-25) used the metaphor of scaffolding to depict effective intervention by an expert to the learning of a novice as following:

> If the child is enabled to advance by being under the tutelage of an adult or a more competent peer, then the tutor or the aiding peer serves the learner as a vicarious form of consciousness until such a time as the learner is able to master his own action through his own consciousness and control. When the child achieves that conscious control over a new function or conceptual system, it is then that he is able to use it as a tool. Up to that point, the tutor in effect performs the critical function of "scaffolding" the learning task to make it possible for the child, in Vygotsky's words, to internalize external knowledge and convert it into a tool for conscious control.

Bruner thus relates the concept of scaffolding to the ZPD that was conceived by Vygotsky, as discussed already. Vygotsky (1978) highlighted the importance of instruction provided by an expert in order to develop a novice's cognition and learning. Bruner took this idea further and termed this instruction "scaffolding". The metaphor represents a special quality of guidance and collaboration in cognitive processes. First, limits in which development may occur are important, that is, the task should be of an appropriate difficulty, in the limits of the novice's zone of proximal development. Second, an expert serves as a "vicarious consciousness" for a novice until the learner masters the action himself or herself, that is, until the tasks is internalized or, in other words, until it is in a learner's full conscious control and use. Third, the learner masters a new item as the tutor provides him or her with scaffolding, therefore, the role of an expert is crucial. Fourth, the learner is not propped up by an expert's assistance for ever but gradually becomes in control of the activity himself. (Mercer 1994, van Lier 1996, Hammond and Gibbons 2005). In short, scaffolding is assistance or support provided by an expert to a novice that enables the novice to perform the task and develop understanding that he or she would not have been able to on his or her own.

As Mercer (1994: 96) observes, teachers find the concept of scaffolding very appealing as it probably "resonates with their own intuitive conceptions of what it means to intervene successfully" in students' learning. Maybin et al. (1992) note that the metaphor of scaffolding directs to the quality of the teacher's participation in the learning process and highlights the importance of teaching strategies that react to immediate students' needs and construct a successful learning process. Thus, the role of the teacher takes a significant place. Tharp and Gallimore (1988: 33) state that this metaphor was used to depict "the ideal role of the teacher".

The metaphor obviously has its limitations as scholars agree. For example, it is difficult to define what counts as "scaffolding" in the classroom and what is "merely help" (Mercer 1994). Therefore, this concept often stays at an abstract level and is not easy to apply in a practical classroom context (Maybin et al.1992). Another issue it poses is whether "scaffolding" embodies a description of a particular teacher behaviour whatever its outcome for the learners is, or whether it is any teacher intervention that is led by successful learning for students. (Mercer 1994)

Limitations of the scaffolding metaphor can be explained by the fact that it has been developed by researchers investigating language and cognitive development of young children in one-to-one interaction with a parent or a tutor. Tharp and Gallimore (1988) notice that assisted performance as common in parent-child interaction is absolutely uncommon in interaction of teachers and students. They give a few reasons for that. First, a teacher is not able to assist in an appropriate way since he or she is not aware of the learner's relationship to the task. There are simply too many students in a class for one teacher, compared to one parent-one child interaction. Therefore, Tharp and Gallimore (1988: 42) highlight the importance of small groups, positive classroom atmosphere, use of new materials and technology that increase students' independence from the teacher in a task performance as they interact with peers, materials or technology.

A second reason that scaffolding does not appear in classroom setting as naturally as in home setting is too great a gap between conditions of these two settings. Maybin et al. (1992) and Mercer (1998) note that teachers' participation in interaction with learners may be based on the objectives of the curriculum whereas parents naturally serve the communicative interests of their children. Besides, teacher-student communication is

influenced by the norms of school and power relations and institutional roles of the participants in the classroom (Maybin et al. 1992, van Lier 1996, Mercer 1998). Thus, parents do not have to be trained how to assist their children's performance but teachers do. They need a special education to develop professional skills for assisting performance, and learn how to apply these skills since scaffolding in teaching is beyond the levels of it in private life. Moreover, teachers themselves should be assisted in this task to become good assistors. (Tharp and Gallimore 1988, van Lier 1988, Johnson 1995, 2009).

To summarise, as Maybin et al. (1992: 188) and Wells (1999: 221) conclude, scaffolding is a form of "help" and outline the following specific features that distinguish scaffolding from other forms of assistance in the classroom. First, it is not any kind of support that helps learners to accomplish a task. It is help that enables learners to perform a task they would not have been able to accomplish alone. In addition, this help is intended to develop learners' competence and enable them to complete such a task on their own. Second, help is intended for a specific task which has clear goals. Third, there should be evidence that the teacher seeks to develop learners' understanding, skills or abilities. Forth, there should be some evidence of a contingent talk between the teacher and learners. Fifth, there should be evidence that learners have accomplished the task with the teacher's help and have achieved a greater level of competence and thus be able to perform a similar task independently. (Maybin et al. 1992). In addition, as Mercer (1998) and Johnson (2009) point out, for example, a straightforward instruction is a kind of help but it is not scaffolding. There seems to be an overlap between the notions of scaffolding and assisted performance. For instance, Johnson (2009: 22) states that a way of supporting learner as they are learning is ratified as scaffolding only if it is a tool that "reduces the cognitive load required to perform a particular task". Moreover, cognitive development is a result of this process otherwise it remains assisted performance and the strategies the teacher employs are assisting performance strategies. In this study, assisting performance is perceived as a synonym of scaffolding providing the core scaffolding features are present, such as extending understanding and temporal support. In addition, bearing in mind sociocultural contexts of teaching and learning, as Hammond and Gibbons (2005: 25) define, "scaffolding, unlike good teaching generally, is specific help that provides the intellectual 'push' to enable students to work at 'the outer limits of the ZPD'".

In conclusion, it should be noted that the initial concept of scaffolding applied to classroom interaction seems to be opaque and vague, and raises numerous questions. As Wells (1999: 127) and Mercer (1998: 74) point out, specific features of the classroom as an educational setting require some modifications of the original definition. In addition, to give a full picture of the discussion about scaffolding, it should be noted that, in the opinion of some authors, the notion of scaffolding has been applied too broadly and used as a synonym for support (see van de Pol, Volman and Beishuizen 2010: 272). Stone (1998) notes that opinions of researchers about the value of the scaffolding metaphor in educational contexts correlate the views on if the notion is seen in its historical theoretical background or as an abstract decontextualized metaphor. Those scholars who discuss the decontextualized metaphor are the most sceptical ones about its value whereas those who do not loose sight of the theoretical background argue in its favour. Obviously, this paper supports the value of the scaffolding metaphor and seeks to shed light into its peculiarities. As van de Pol et al. (2010) note, the concept of scaffolding has been in the centre of attention in educational research during the last few decades therefore the nature of scaffolding has been scrutinised in great detail and some consensus has been reached. Next, I will look into these modifications, depict the features of scaffolding and describe its process.

4.2 The nature of scaffolding in educational contexts

Researchers have different opinions about which characteristics of scaffolding are the most important ones, though some clearly common features of scaffolding can be distinguished in their works. For example, Hammond and Gibbons (2001) highlight these key features of pedagogical scaffolding: extending understanding and temporal support as well as macro and micro focuses. According to van Lier (1996), there are six central features of pedagogical scaffolding: continuity, contextual support, intersubjectivity, contingency, handover/takeover, and flow. Continuity refers to a principal that tasks are being repeated, variate and connected to one another, and flow means that activities are designed in such a way that skills and challenges are in balance. These characteristics are represented in section 4.2.2.1 about macro level scaffolding in this thesis. Contingency is the key feature of scaffolding in the micro level and it means that the teacher's actions and tasks depend on the students' actions

and needs. This notion and how it connects to other features of scaffolding will be discussed extensively in section 4.2.2.2 about micro scaffolding. The features of contextual support and intersubjectivity are the main conditions for a successful learning process to occur, in my opinion, since contextual support means encouraged and safe, supportive environment, and intersubjectivity refers to a mutual engagement of an expert and a novice in building common understanding and encouragement in a shared practice. Handover/takeover is described in the process of performance capability through the ZPD and beyond it by Tharp and Gallimore (1988, see in section 3.2.) and is placed in Stage I. It means that, in a skill learning process, the learner's role increases as new skills and knowledge emerge, and the teacher hands over parts of the action to the learner and the learner respectively takes them over.

A study by van de Pol et al. (2010) presents an overview of research on scaffolding in respect to its concept, appearance and effectiveness. Based on the results, authors distinguish contingency, fading and transfer of responsibility as the key characteristics of scaffolding in process. Moreover, they highlight that these features are closely connected. In short, a teacher provides responsive, adjusted or calibrated, that is, contingent support which is adapted to learners' level of performance and is either at the same or slightly higher level and enables the learners to perform the task they are not able to complete on their own. This support is fading as scaffolding is withdrawn gradually and, as a result, responsibility for the task performance is transferred to the learner. Hence, learners become more independent and, finally, are able to perform a similar task on their own. Basically, fading refers to temporal support which is added or withdrawn according to the learners' needs, and the process of transfer of responsibility is the same as handover/takeover. In conclusion, the core features of scaffolding distinguished by van Lier (1996) and van de Pol et al. (2010) are similar to the ones presented by Hammond and Gibbons (2001). This piece of knowledge is valuable as it proves that scaffolding theory is universal and applicable in different teaching contexts as well as in a lesson of English as a foreign language.

In the following section, I will describe in detail extending understanding and temporal support since they represent, in my opinion, general features of scaffolding and will serve as scaffolding criteria in the present study.

4.2.1 Extending understanding and temporal support

Mercer (1994: 96) explains that scaffolding captures such a "kind and quality" of teacher's support which "anticipates" the learner's "internalization of mental function". In this light, Hammond and Gibbons (2001) argue that as teachers sequence teaching activities and ensure the quality of their guidance and support they are able to challenge and extend students' understanding, abilities and concepts. Therefore, activities that push learners beyond the level of their current abilities and understanding should be provided in classroom. Moreover, that is when learning occurs and new understanding is internalized.

In a discussion of learner autonomy, Mariani (1997) explores teaching styles in his framework according to the relation of challenge and support provided by teachers to their learners. That is, teachers challenge students to answer their needs for autonomy and support students to answer their needs for dependence. Combination of challenge and support generates four basic types of patterns and causes different classroom consequences (see in Mariani 1997). This framework explores the teacher's behaviour and students' reaction to this behaviour. Hammond and Gibbons (2001: 4) have adapted and elaborated this framework of learning contexts and made their own observations. In short, students experience frustration, insecurity and anxiety in learning contexts where the level of challenge is high and the level of support is inadequate or low. In other words, demands of tasks are beyond students' abilities and failure is very likely to take place. If low challenge and low support are provided, students are likely to be bored and demotivated, and, therefore, behaviour problems are likely to appear and no or little learning will occur. In a case of low challenge and high support, students will feel comfortable but little learning will happen. The fourth pattern of the challenge-support combination is when a teacher provides both high support and high challenge and that is when students learn the best.

At this point, it could be referred to Vygotsky's (1978) ideas about good learning discussed in section 3.1. In his view, good learning is ahead of actual development, and therefore, is it important that scaffolding ensures assistance that extends current understanding, abilities and concepts. To put it from another perspective, *the role* of the teacher in assisting learners is an important feature in scaffolding. To be more precise,

the role of teachers *in extending* learners' current levels of understanding is of an equal importance, as Hammond and Gibbons (2001) note.

Another feature of scaffolding is that it is temporal since the aim of teaching is to make learners independent through applying scaffolding strategies. As Mercer (1998: 75) puts it, "a crucial, essential quality of 'scaffolding' in all settings must be that it is the provision of guidance and support which is increased or withdrawn in response to the developing competence of the learner". In summary, according to Hammond and Gibbons (2001), effective scaffolding refers to support at the point of need and, therefore, teachers should understand and see when and what kind of help students need. Appropriate support at the point of need is labelled contingency by van Lier (1996). Hammond and Gibbons (2001) and van Lier (1996) in particular highlight progressive adjustment of such support to satisfy different needs of different students during one lesson. Temporal support structure of scaffolding should be provided not only in classroom interaction at the point of need but also cogitated and implemented in the planning stage. That will be discussed more in the next section about scaffolding as structure and process.

4.2.2 Scaffolding as structure and process

Hammond and Gibbons (2001, 2005) mention macro and micro focuses of scaffolding as key features in addition to temporal nature of scaffolding the task of which is to extend learners' understanding, skills and abilities. Basically these focuses capture scaffolding as structure and process. Different researchers classify and describe scaffolding from slightly different angles, give different names to macro and micro scaffolding, but the core idea is the same. Walqui (2006: 164) perceives scaffolding as "three related pedagogical 'scales'". Scaffolding 1 scale is expressed in planning, that is, a syllabus, a series of tasks, a project, a classroom ritual over a period of time. It represents overall goals and meanings for support structure so that skills, understanding and concepts may develop. Scaffolding 2 scale includes procedures and steps to carry out a particular activity. Scaffolding 3 scale is the space where a collaborative, or moment-to moment, classroom interactional process takes place. Van Lier (1996, 2007) labels these time scales respectively: macro, meso and micro. Thus, views and

perceptions on scaffolding as structure differ in grouping it into two or three-level system.

Nevertheless, as Walqui (2006) highlights, scaffolding sequence moves from the macro to micro level. In other words, pedagogical scaffolding goes from the planned scale to an improvised one and, in such a way, shifts from structure to process (van Lier 1996, Mercer 1998, Hammond and Gibbons 2001, 2005 and Walqui 2006). In practice, macro structure of scaffolding constrains the processes of the micro level, and, vice versa, the micro level activity results in changes at macro level (Hammond and Gibbons 2005, Walqui 2006, van Lier 2007). In this thesis, I will follow and describe the scaffolding structure as a two-scale system to make a clear separation between the planned scaffolding structure and its implementation in scaffolding as process. Hence, scaffolding is roughly divided into the teacher-planned support structure, that is, the structure planned before classroom interaction, and the support process emerging at the point of need in interactional collaborative classwork.

Scaffolding structure I will present here is based on the scaffolding model developed by Hammond and Gibbons (2005) (see Figure 5). Firstly, I will explain what strengths and weaknesses, in addition to the ones presented by its developers (Hammond and Gibbons 2005), this scaffolding model has. After that, I will move on to describing conventions applied in the model.

Figure 5. Scaffolding in action (from Hammond and Gibbons 2005: 28)

Scaffolding

designed-in
- students' prior knowledge and experience
  - Ø
- selection of tasks
  - Ø
- sequencing of tasks
  - Ø
- participant structures
  - Ø
- semiotic systems
  - Ø
- mediational texts
  - Ø
- metalinguistic and metacognitive awareness
  - Ø

interactional contingent
- linking to prior experience, pointing forward
- recapping/meta comment
- appropriating
- recasting
- cued elicitation
- increasing prospectiveness
- Ø
- stop
- choose over

It should be noted that this model of scaffolding in action is the first attempt to capture pedagogical scaffolding as structure and as process and helps perceive the theory of scaffolding. As Mercer (1998: 64) observes, a developed theory assists teachers in developing and maintaining "critical awareness" of how and what they do. As Hammond and Gibbons (2005) aimed to present a simplified model, it fails to depict relations between separate features and show how they intertwine although these issues are discussed in the description of the model. As the authors state, only the most distinctive and significant features of scaffolding have been included therefore the list of scaffolding strategies, particularly of the interactional level, is not exhaustive.

Hammond and Gibbons (2005) seek to present the key principles of scaffolding based on the analysis of classroom interaction and their prominent idea is the importance and relationship of macro and micro levels of scaffolding. In addition, they argue that some specific designed-in features are obligatory for scaffolding process to occur although it is not specified which of them. Moreover, they claim that not all interactional features are of an equal significance and only those which had reoccurred regularly in the data were included into the model. Unfortunately, the issue of efficacy of interactional scaffolding strategies is not discussed any further. Thus, the model is neither thorough nor sufficiently extensive.

Despite these points, the model is visual, which makes it appealing, and simple, which makes it accessible. It shows the nature of scaffolding and helps to understand it to some extent. Nevertheless, as the authors state, the complexity of scaffolding should always be kept in mind in analysing and interpreting the presented model. Besides, the strongest side of the model is that it is supported by research results and depicts what scaffolding is in the enacted curriculum. Thus, the model comes out from classroom practice rather than being developed according to a theory of ideal classroom interaction of what is perceived to construct knowledge but does not exist, in fact. Unfortunately, the description of scaffolding as structure and process provided by Hammond and Gibbons (2005) does not include any examples to illustrate scaffolding strategies in the planning stage and during teacher-student interaction. As a result, manipulations and misunderstandings may occur. Nevertheless, this model seems to be applicable particularly in teacher and whole-class interaction which is the focus of the present study.

In addition, it could be argued that the presented model focuses only on the teacher's role and his or her behaviour. As Hammond and Gibbons (2005) note, research on the student perspective as well as on the affective dimension in scaffolding process is needed to present a more exhaustive picture of scaffolding therefore these dimensions are missing in the model of scaffolding in action. Yet, as the aim of the present study is to investigate what scaffolding strategies the teacher employs while preparing for lessons and interacting with the whole class, this model serves the purpose. Nevertheless, students' reactions should be analysed as well since scaffolding occurs only during active interaction between the teacher and learners.

To summarise, since real classroom interaction is rather complicated and complex, it is difficult to capture scaffolding in a model in its full extent. Moreover, it should be noted that the model was developed on the basis of a subject-based second language teaching and learning programme for ESL learners and its implementations in Australia. Undoubtedly, the model enriches pedagogy of SLA and is applicable to other classroom contexts; still some modifications may be necessary in the light of specific cultural backgrounds and contexts as well as possibly a slightly different good teaching philosophy in other teaching and learning contexts.

In developing this model of scaffolding (see Figure 5), the authors used conventions of systemic linguistics. In a similar way as systemicists are oriented to choice within systems of language, the model of scaffolding lists different features of scaffolding that teachers may use or not (the Ø symbol) according to their choice. Hence, square brackets show that one of the options is available in the choice whereas curly brackets mean simultaneous choices available at the same time. Moreover, following conventions of systemic linguistics, features of scaffolding of a general character are represented on the left side of the model and more detailed ones are distributed to the right side of it. (Hammond and Gibbons 2005). As the authors note (Hammond and Gibbons 2005: 12), in the process of scaffolded learning, not individual characteristics or choices are important but rather "the network as a whole". Thus, relationships of chosen scaffolding features within and between a separate scaffolding level as well as between the macro and micro levels are of a significant value.

Next, I will depict macro and micro level scaffolding in detail referring constantly to Figure 5 and characteristics of scaffolding based on Hammond and Gibbons (2001, 2005) as well as complement their observations with viewpoints of other scholars. Simultaneously, I will address relationships between the macro and micro levels where it seems to be appropriate.

4.2.2.1 Macro level scaffolding

There are a few synonyms of the term *macro level scaffolding*" to refer to the same entity of features while drawing attention to slightly different aspects of the phenomenon. Sharpe (2001) and Hammond and Gibbons (2005) use the name

designed-in scaffolding to include explicit scaffolding strategies developed by teachers in the preparatory level of the teaching and learning process. Dansie (2001) proposes the term *whole-unit level* to indicate a general level of scaffolding that works as a presupposition for more specific scaffolding strategies in the micro level. Vaish and Shegar (2009) are following Saye and Brush (2002) and identify "hard" scaffolds that are planned by the teacher before the lesson taking into account his or her anticipations of what difficulties the students may face in a given task. Before proceeding with the discussion about macro level scaffolding strategies, it should be noted that these elements serve as a ground for a successful and consistent teaching and learning process in classroom (Mercer 1994, van Lier 1996, Hammond and Gibbons 2001, 2005, Dansie 2001, Sharp 2001, Saye and Brush 2002, Vaish and Shegar 2009). Another point is that in this level the teacher acts as a diagnoser, planner and designer of the learning process, and learners are the target of this process but do not participate in it.

Obviously, some of macro level scaffolding features are found in any well organised curriculum and appear in a programme or unit design. For example, every programme has its overall curriculum aims which are implemented in a selection and sequencing of tasks. Besides, classrooms are organised in models of work (individual, peer, group, whole-class) to best meet the goals of the tasks. (Hammond and Gibbons 2005). Dansie (2001) and Hammond and Gibbons (2001) particularly highlight that the teacher should know what goals are to be reached with a specific task as well as how particular goals of the task meet the aims of the overall curriculum programme. Mercer (1994: 101) points out that aims related to the curriculum are implemented in specific strategies when intervening in students' learning.

Moreover, Hammond and Gibbons (2005) have come to a conclusion that sharing overall aims with students as well as explaining the purpose of separate units and individual tasks is of a significant importance for learners less familiar with the school institution as it helps to orientate themselves in a new setting. Nevertheless, as the results of the research conducted by Hammond and Gibbons (2005) show, the implementation of the overall aims as well as the realization of the planned tasks in the classroom vary a great deal from class to class due to varied students' needs and current knowledge. Hence, the authors conclude that scaffolding "is a dynamic and situated act that is responsive to a particular classroom context" (Hammond and Gibbons 2005: 12).

Although the marking system of the model indicates that the first two features of designed-in scaffolding, that is, learners' prior knowledge and experience and based on that the selection of tasks made, are optional (see Figure 5), I argue that their presence is obligatory. Thus, for scaffolding process in the classroom to appear learners' prior knowledge and experiences must be taken into account to make an appropriate selection of tasks that would meet curriculum aims. (Dansie 2001) Nevertheless, authors consider these elements critical and call them "looking in two directions" (Hammond and Gibbons 2005: 14) referring to a "janus-like" quality of contingent interaction perceived by van Lier (1996). Thus, the key features of contingency are dependency and uncertainty, and, therefore, the concept combines both predictability as planned actions and unpredictability as plans implemented in a real classroom situation (van Lier 1996: 170).

Sequencing of tasks (see Figure 5) and relationship between sequential tasks serve as a space for scaffolding to occur. The outcomes of one task serve as a ground for other tasks to move gradually into deeper understanding and more specific knowledge. (Hammond and Gibbons 2005) For example, a piece of knowledge in one language can be easily transformed and supplies "support structure" in the target language. In addition, well thought sequencing of tasks ensures a constant step-by-step transfer of responsibility for completion of the activity from the teacher to learner (Dansie 2001). Therefore, a focus on tasks is important in the design level of the teaching and learning process.

Participant structures indicated in Figure 5 and presented in more detail in Figure 6 refer to classroom organisation into individual, pair, group work, and teacher and whole-class interaction. Thus, the idea of scaffolding has been extended to include not only expert and novice interaction, but also interaction among and between learners with equal knowledge. In such participant structures, a group or a pair of learners are working on a shared task. Donato (1994) calls scaffolding in a group of learners "collective scaffolding". Donato (1994) and Gibbons (2002) prove in their research that students in small groups are capable to mutually construct effective scaffold and achieve results none of them would have been able to if working individually. Hence, learners create the ZPDs for each other and engage in mutual scaffolding (Donato 1994). Wells (1998: 346-347) argues that the metaphor of scaffolding might not be appropriate in student-

student interaction since handing over of control of the task is not intended as in interaction between experts and novices. Moreover, while completing the task in such a setting, learning occurs as an "integral aspect" rather than the "object" of the activity (Wells 1998: 346). Therefore, Wells (1998: 346) suggests that "collaborative problem-solving" is a better term to define student assisted interaction.

In addition, van Lier (1996) suggests two other spaces in which learners can work within their ZPDs. They can develop their ZPDs while working with less knowledgeable peers and taking a role of an expert as it provides an opportunity to verbalise, clarify and extend their own knowledge. Finally, while working individually learners can draw on their inner resources. It is in particular the case with adolescent and adult learners since they have previous knowledge and experience to guide and support themselves. In conclusion, the learners' self-regulated zones can be extended within their ZPDs in classroom contexts in a number of different ways, not only through the assistance of teachers (see Figure 6).
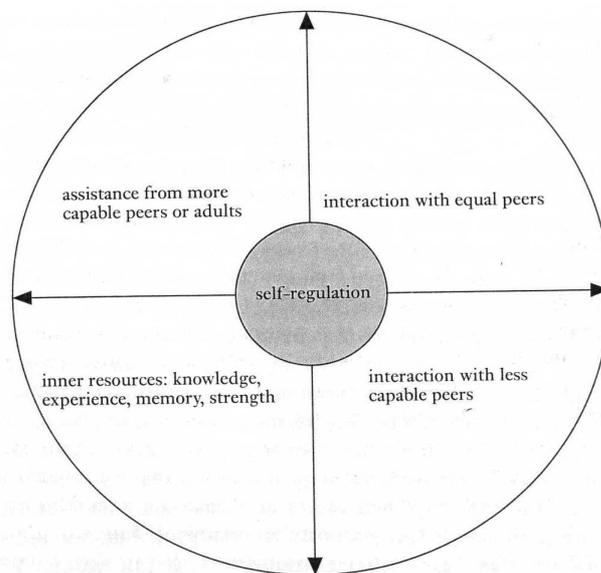
Figure 6. Multiple zones of proximal development (from van Lier 1996: 194).

Van Lier (1996) argues for a variety and balance of participant structures that will depend on characteristics of the learner, teaching and learning situation and a subject item to be learned. Similarly, Hammond and Gibbons (2005) admit that the teacher's personality is important but mainly it is the goals and the character of the task as well as

the nature and degree of scaffolding required that determine in what organisational structures the class should work. As a result of their research, Hammond and Gibbons (2005: 16) have listed these advantages of a variety of participant structures: First, teachers can provide different levels of support to learners according to the needs of different learners and groups of learners. Second, more advanced learners can be encouraged to accomplish more complex tasks and extend their ZPDs. Third, teachers are able to monitor handover of responsibility to students in the learning process. Fourth, shifts between participant structures allow a higher or lower level of support to particular groups or individuals in accordance to their needs. Fifth, shifts of work modes increase student independence when they are ready for that.

A variety of work modes acknowledges the teaching and learning process as "interrelated" (Hammond and Gibbons 2005: 16), "a two-way exchange" (Ko et al. 2003: 322) where learner's contribution is "definitional" (Ko et al. 2003: 304) in a scaffolding situation. Directing to Vygotsky's (1978) ideas about the internalization process in learning, the teaching process is always guided by the learner (Ko et al. 2003). Hence, internalization of the knowledge provided by the teacher or other knowledgeable others may take place in the learner only if and when he or she is active, able to and ready. Therefore, as Mercer (1998) notices, scaffolding process acquires both a teacher and learners as active participants.

Semiotic systems act as tools for mediation and thus provide different sources of meaning. Donato (2000: 45) argues that language learning is, first of all, a "developmental process mediated by semiotic resources". Moreover, they are central in collaborative interaction in the teaching and learning process (Gibbons 2003). For example, language is one of semiotic systems (Vygotsky 1962, 1978) and is used to support learners in meaning construction and negotiation. In addition, cultural practices and artefacts, such as wall charts, graphs, maps, photographs, diagrams, pictures and tables, provide visual support. Videos, films and the Internet are often used in class as a combination of visual and aural support. Sharp (2001) indicates visuals, whiteboard and shared classroom experience as modalities in scaffolding. Tactile support is provided through demonstration, physical movement and gestures (Hammond and Gibbons 2005). Gibbons (2003: 259) states that presenting the same information in different

modes and contexts creates "message redundancy" or "abundancy" and provides many channels to stimulate learners' cognitive abilities.

In ESL teaching, texts are often used as a type of semiotic systems and serve as a basis for new learning and class work. Thus, texts play a role of mediational tools to transmit, construct and share meanings. (Hammond and Gibbons 2005) For example, a short story can be employed as a mediational text to analyse the plot, theme, characters and language features. Hence, comparing to other semiotic systems, texts require to assimilate, understand and generate more abstract ideas, notions and knowledge. In conclusion, according to Donato (2000: 45), second language learning is a semiotic process of participation in "socially-mediated activities" where the social and individual planes (Vygotsky 1978: 57) are interwoven particularly through semiotic resources. Hence, semiotic systems not only provide different channels for meaning construction but also create additional supportive conditions for social participation in second language learning.

Obviously, in ESL teaching and learning, metalanguage is developing while talking about the language as that is one of the goals of any language teaching. As Hammond and Gibbons (2005: 19) conclude, while analysing genre and register of texts, learners' metalinguistic awareness develops. As a result, the learners' ability to write effective texts as well as critical analysis of their own or others' texts improves. In addition, a teacher's and learners' conversation about the goals and purposes of the tasks generates a discussion about the learning progress and challenges, what has been learned and which areas need more practice. Thus, learners become aware of their progress, strengths and weaknesses and learn to talk about their needs and hence their metacognitive awareness develops together with metalinguistic awareness. (Hammond and Gibbons 2005).

4.2.2.2 Micro level scaffolding

Micro level scaffolding has a few names of a descriptive character: *soft scaffolding* (Saye and Brush 2002, Vaish and Shegar 2009), *interactional contingent scaffolding* (Hammond and Gibbons 2005), *point-of-need scaffolding* (Sharpe 2001, Mercer 1994), *immediate, responsive level of scaffolding* (Dansie 2001). They all refer to the teacher's instant actions to satisfy immediate learners' needs and reflect a dynamic and situational

nature of scaffolding. As already mentioned, micro level scaffolding occurs within macro scaffolding which is of a broader nature and, as Hammond and Gibbons state, creates conditions and context for interactional contingent scaffolding to occur. Hammond and Gibbons (2005: 20, emphasis in the original) argue that this "*interactional* level constitutes the 'true' level of scaffolding". In this stage, the main teacher's purpose is to monitor students' understanding as well as abilities and based on that determine and provide "minimum support required", as Dansie (2001: 50) states. Hence, micro level scaffolding is the process of supplying and removing support to maximize students' learning and, finally, to enable them to perform a task and achieve a goal independently.

Scaffolded interaction between a teacher and learners is central in second language development in classroom setting. Donato (2000) calls it instructional conversation since classroom interaction is guided by a teacher who directs a discussion in accordance with a curriculum goal, activates students' previous knowledge, encourages the target language use, helps students to expand, elaborate, or restate. In addition, learners learn how to use the language not only to communicate but also to share cultural meanings. Moreover, scaffolded interaction affects the learning process and therefore learners' cognitive development (Donato 2000). Thus, the role of teacher's talk and interaction with students is essential in the construction of knowledge and understanding (Mercer 1998).

One of the most common and prominent teacher and student interaction exchanges is claimed (for example, by Sinclair and Coulthard 1975) to be the three-part sequence: initiation-response-feedback (IRF) or initiation-response-evaluation (IRE). It does not occur outside lessons, except parent-child interaction (van Lier 1996), and, therefore, is typical for classroom talk. Van Lier (1996) claims that teachers use the IRF exchange to, first, lead students into planned knowledge construction, second, it provides immediate feedback, and, third, it helps to maintain and control an order in class. Nevertheless, this pattern has been criticised a great deal by scholars and its limitations have been explored (Mercer 2001, van Lier 1996, 2001). For instance, van Lier (1996: 151) lists these drawbacks of the IRF exchanges: Teachers usually respond to their learners' answers by evaluating them. Moreover, a learner's answer is "squeezed" between the teacher's question and rating of the learner's answer. That makes the IRF exchange an

examination and, in addition, closes the exchange and prevents exploration of the question. All that may have a detrimental effect on learners' motivation, reduce their initiative, independence and development of conversational skills.

Yet, the first move of the interaction exchange, that is, initiation, in a form of a teacher's question may serve as a scaffolding mean, according to Tharp and Gallimore (1988). They (Tharp and Gallimore 1988: 59) claim that questioning is "a central device" in education since it requires the use of language, and, therefore, assists thinking. In addition, Hammond and Gibbons (2005) claim that the IRF pattern is used by teachers to serve particular scaffolding purposes. First, it is used in order to provide cued elicitations and, second, to increase prospectiveness. Moreover, van Lier (1996: 152) argues that the IRF is "advantageous" only if designed as scaffolding interaction. Following Mercer (1998), Hammond and Gibbons (2005) use the term *cued elicitations* to refer to interaction where a teacher uses verbal or gestural hints to signal expected answers. They can be also used when an answer is predictable and easy (van Lier 1996: 151). Teachers use cued elicitations in revision to emphasise the information or to encourage students who lack the confidence to participate in class discussion (Mercer 1994, van Lier 1996, Hammond and Gibbons 2005). Hence, cued elicitations are targeted to particular learners and serve specific purposes.

In addition, as, for example, Jarvis and Robinson (1997), van Lier (2001), Gibbons (2003) as well as Hammond and Gibbons (2005) have shown, the third move of the IRF may be used by teachers to lead interaction with students to more dialogic sequences of exchange. Therefore, the term *follow-up*, proposed by Sinclair and Coulthard (1975), is more appropriate than *evaluation* or *feedback*. It represents a stance on the third move of the recitation with a purpose to deepen or enhance students' understanding by reformulating or extending the feedback, engaging in interaction by asking a follow-up question. The third turn may be used to extend or reformulate students' responses and make section summaries - *metastatements* (Sharpe 2001: 41) or *meta comments* (Hammond and Gibbons 2005).

In conclusion, verbal interaction is a tool to implement the process of scaffolding in the interactional level with its key characteristics already discussed in sections 4.2 and 4.2.1. Moreover, scaffolding strategies can be distinguished in studies about scaffolding. Van de Pol et al. (2010: 277) define scaffolding strategies as "any combination of a

scaffolding means with scaffolding intention". As a result, an enormous amount of scaffolding strategies has been generated from various studies on scaffolding. For instance, Hammond and Gibbons (2005) (see Figure 5 in section 4.2.2) present means of the teacher's talk in a form of a cycle which repeats itself using different means to achieve different purposes. As a matter of fact, means and intentions seem to be jumbled in their framework. For example, they distinguish linking to prior experience and pointing forward as well as increasing prospectiveness as features of interactional scaffolding which are used as intentions to scaffold learners whereas recapping, formulating meta comments, appropriating and recasting students' contributions are clearly means by which particular goals are achieved. Obviously, one means may be used for a number of intentions. For example, by recapping a teacher may sum up major points and, consequently, mark what is "seen as significant learning" (Hammond and Gibbons 2005: 22). In addition, a link to prior experience can be made. Hence, according to Hammond and Gibbons (2005), recapping is related to curriculum, metalinguistic or metacognitive knowledge whereas by recasting teachers appropriate wording according to the register. Therefore, as Hammond and Gibbons (2005) point out, in the process of appropriation, learners become "co-participants" and contribute to broader parameters of knowledge. Thus, it could be concluded that appropriation is used to support students' cognitive activities as well as to support their affect.

In addition, a study by Hakamäki (2005) can be referred to for illustrative purposes. Based on the six scaffolding features or ways described by Wood et al. (1976), namely, *recruitment, reduction in degrees of freedom, direction maintenance, marking crutial features, frustration control* and *demonstration*, she describes the teacher's strategies in implementing these features. For example, recruitment is implemented by referring to students' previous experience on a subject matter, by nominating the next speaker, by enlisting the learner's interest with a challenge or by arousing the learner's interest with an interesting example, by asking questions and reading aloud sentences to be translated, by emphasising that errors are allowed and by recruitment in English. Reduction in degrees of freedom is fulfilled by asking a more specific question, giving specific clues, asking forced-choice questions, focusing on a subtask or on the meaning of words. Direction maintenance is accomplished through techniques of encouragement, ensuring students' comprehension of a matter studied as well as a clarity of language production by all participants of interaction. According to the study, critical features

were marked by the teacher through calling attention to an error and emphasising a language point in the initiation of the task or in a correct answer provided by the learner. In addition, frustration was controlled through explicit encouragement, by repeating or rephrasing the task and by inviting several learners to participate in the task. Demonstration (or modelling) was implemented by correcting or extending the learner's language production as well as by providing the target structure. In conclusion, it can be noticed that a concept of a scaffolding strategy is not well-established and monosemic. For instance, it seems that Hakamäki (2005) uses the term scaffolding strategy to refer to scaffolding means whereas scaffolding features outlined by Wood (1976) could be regarded as scaffolding intentions.

A scaffolding research overview conducted by van de Pol et al. (2010) shows that the most commonly used frameworks to analyse scaffolding are those of Tharp and Gallimore (1988) and Wood et al. (1976). Tharp and Gallimore (1988) outline six means of assisting performance (see a discussion about scaffolding and assisting performance in section 4.1): *modelling, contingency management, feeding back, instructing, questioning* and *cognitive structuring*. Wood et al. (1976) present six scaffolding functions: *recruitment, reduction of degrees of freedom, direction maintenance, marking critical features, frustration control and demonstration*. According to van de Pol et al. (2010), these frameworks are combined to illustrate which scaffolding means (or tools to outline how scaffolding is taking place) are used for which intentions (or goals to distinguish what is scaffolded). Based on their research literature review, van de Pol et al. (2010) created a framework of scaffolding analysis in which means and intentions are defined (see Figure 7). According to the authors of the framework, a separation of scaffolding strategies into means and intentions enables researchers to scrutinise and describe teacher-student interaction more precisely.
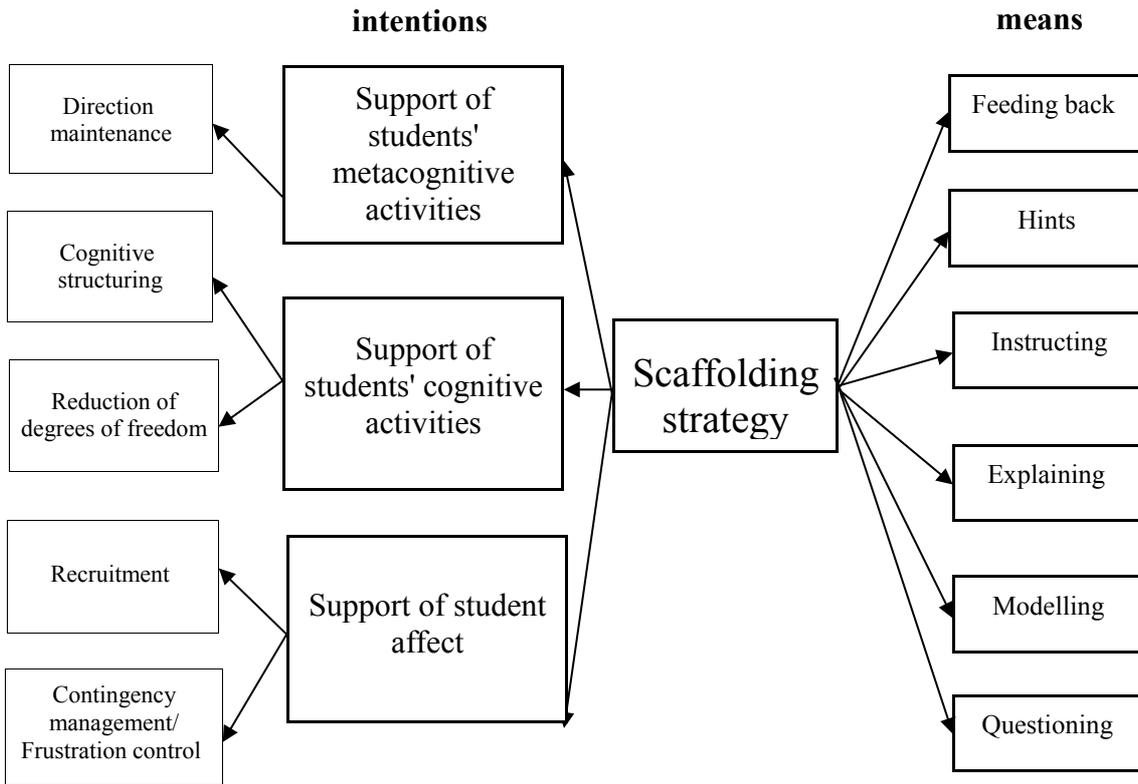
intentions   **means**

Figure 7 Framework for analysis of scaffolding strategies (adapted from van de Pol et al. (2010)).

Five scaffolding intentions are distinguished in the framework: *direction maintenance* means learning directed to the target and maintaining the learner's attention on a particular objective. This intention supports students' metacognitive activities. Students' cognitive activities are supported by *cognitive structuring* and *reduction of degrees of freedom*. When a teacher gives cognitive structuring, he or she explains and justifies. Reduction of degrees of freedom is undertaken when a student is not yet able to perform a task independently thereby the task is divided into smaller parts that the student can perform under the teacher's guidance. In this respect, the students' role in the task performance is simplified although the task remains the same (Wells 1999). The last two scaffolding intentions support students' affect: *recruitment* and *contingency management/ frustration control*. Recruitment intends to keep students interested in the task, and by contingency management/ frustration control students' performance is supported via a system of rewards and punishment and frustration is prevented or minimized by keeping students motivated. The six scaffolding means are as follows: First, *feeding back*, that is, providing information about student performance, second, *hints* in a form of clues and suggestions to help the learner to proceed, third, *instructing*

which is explanations what to do and how, fourth, *explaining*, that is, a more detailed information and clarification, fifth, *modelling*, or in other words, demonstration or giving a model for imitation, and, sixth, *questioning* that requires from students active linguistic and cognitive answer.

The presented framework is valuable as it gives tools for measuring scaffolding and enables researchers to investigate teacher-student interaction more precisely. In addition, the framework would make studies easy to compare in the future. Furthermore, teachers could use it to improve their scaffolding skills. Therefore, in the present study, the framework outlined by van de Pol et al. (2010) will be used to a great extent. Moreover, scaffolding strategies the teacher employs while interacting with students in a lesson of English as a foreign language will be depicted. Scaffolding strategies will be approached through their means since they refer directly to verbal interaction. Then an analysis of for what intentions they are used will be presented since macro scaffolding features can be employed for the same intentions as means applied in the micro level.

In addition, verbal scaffolding strategies may be classified from least supportive to most supportive. For example, Dansie (2001: 61) gives a summary of micro scaffolding strategies provided by the teacher to learners from least supportive to most supportive after examining the teacher's questioning and prompting strategies. According to the research, the least supportive strategy of all encountered ones is an open invitation through imperative. Repeating back or recasting last sentence is more supportive strategy than the first one but less supportive compared to the question "What happened?", whereas where, when and why questions are even more supportive. A tag question as a supply of the next piece provides the most support in the joint construction of knowledge. To summarise, there is a range of strategies available for the teacher to choose from and this choice should depend on the immediate learners' needs for scaffolding to appear. In other words, a selection of a less or more supportive scaffolding strategy is determined by the level of challenge the task poses. If the task is very challenging, it is rather low in the students' ZPDs and more supportive strategies are required to balance the challenge.

In conclusion, the contingent nature of micro scaffolding is apparent in the teacher's behaviour as he or she constantly monitors learners' understanding and determines the least support required and supplies it. Opportunity for contingent scaffolding arises in

the immediate learning context (Mercer 1994: 101, van Lier 1996) and maximizes the learning potential of the moment. Moreover, it involves talk and talk strategies. Therefore, as Mercer (1994: 101), van Lier (1996) and Hammond and Gibbons (2005) highlight, micro scaffolding captures the core nature of scaffolding and is rather a strategic response to the situation of a moment than planning and design of activities.

5 PREVIOUS RESEARCH ON SCAFFOLDING

There is a substantial number of studies done recently on pedagogical scaffolding but most of them concern scaffolding in primary or secondary education (Many 2002, Vaish and Shegar 2009, see also research review by van de Pol et al. 2010). In addition, most studies are carried out in contexts where English is taught in content-based lessons (Wells 1999, Gibbons 2002, 2003, Sharpe 2006, Walqui 2006, Pawan 2008). Research on scaffolding adult English language learners has not received much attention though there is some research done about scaffolding university students in courses of English for Academic Purposes (Barnard and Campbell 2005, Rose, Rose, Farrington and Page 2008, Bacha 2010). Scaffolding immigrant adult students with very different backgrounds in a lesson of English as a foreign language has not been studied at all. The only study found concerns scaffolding instruction for reading the web (Murray and McPherson 2006). Although a body of research with aspects in common with the present study is not substantial, they can however be applied for the purposes of the present study.

Barnard and Campbell (2005) present a case study on how theoretical constructs of scaffolding strategies can be applied by teachers and students. The study was carried out at the University of Waikato, New Zealand, in an English for Academic Purposes course where students are with international (mostly Asian) backgrounds and are expected to have English proficiency of IELTS 6.0. Hence, participants of the study by Barnard and Campbell (2005) are close to the participant group of the present study as they are adults with different linguistic and cultural backgrounds yet differ in two aspects: First, the language proficiency is much higher. Second, the course concerns academic writing whereas in the present study English is taught for professional purposes.

Based on reports of the depicted programme of the course, Barnard and Campbell (2005) describe how the six principles of scaffolding: contextual support, continuity, intersubjectivity, flow, contingency and handover (perceived by van Lier 1996 and discussed in section 4.2) are applied by teachers and students throughout the course. As the present study concerns scaffolding strategies provided by the teacher, peer scaffolding is not discussed here. First, the results show that scaffolding may be provided in different participant structures: face-to-face tutorial sessions, instructions to the whole class and discussions with small groups. Second, the learning process may be mediated by cultural tools such as web conferencing facilities which save time and give more possibilities to scaffold students. Third, learning of an individual student within the ZPD depends on the nature and quality of intersubjectivity (created shared understanding between a teacher and a student) as well as on personal capabilities of a student. Fourth, the tutor acts as an expert whose role is to directly or indirectly scaffold collaborative learning. Based on the study results, scaffolding strategies used by the tutor were providing appropriate resources as well as creating and sustaining motivation in safe but challenging environment.

Bacha's (2010) study concerns scaffolded instructions in teaching and learning argumentative writing to L1 Arabic students in an advanced English for Academic Purposes course at an American affiliated university in Lebanon. In the study an instructional method was used where instruction was scaffolded and had five steps of the cycle: building the context, modelling and deconstructing texts, constructing texts jointly, constructing texts independently and linking related texts. Hence, the aim of the study was to investigate the effectiveness of scaffolded instructions for academic argument in an essay. The results of the qualitative analysis of a few students' argumentative essays show that explicit instruction is a successful way to improve writing skills in an EFL environment.

A case study about scaffolded assistance provided by a teacher of English as a foreign language by Hakamäki (2005) is the most recent one in Finland. Though the target group is a class of a secondary school, in other respects this research is the closest to the present study compared to others. A descriptive case study investigates scaffolding strategies provided by an English language teacher to the whole class, and in this respect is close to the study of this thesis. The purpose of the study was, first, to analyse

how the teacher and pupils exploit the Initiation-Response-Follow-up (IRF) structure, second, what scaffolding strategies the teacher uses, and, third, to describe those features of scaffolding that were shown to be effective by the data of the conducted study. The present study is not aiming at making assumptions about which scaffolding strategies are effective as the scope of the data is too narrow. Yet, the present study investigates what scaffolding strategies the teacher applies in interaction with the whole class and one of the analysis units is the IRF pattern and its use.

In the study by Hakamäki (2005), the data were drawn from 11 audio- and video-recorded English lessons in a Finnish comprehensive school and, consequently, 15 grammar instructional episodes of teacher-led whole-class interaction were chosen for the analysis. The data were analysed at three levels by applying a discourse analysis method with elements of constructivist paradigm and ethnographic research. Firstly, a general organization of grammar episodes was investigated, then sequential organization of classroom discourse, and, finally, scaffolding strategies provided by the teacher were scrutinized. The data for the purpose of the present study were also collected from audio- and video-recorded material but, in addition, field notes and an interview method were used in the analysis of what scaffolding strategies the teacher employs while planning and executing the lessons. In a similar way as the study by Hakamäki (2005), the data were analysed from the general level to answer the question of what scaffolding strategies the teacher applies in the planning stage and why, and then a closer look was taken at what contingent scaffolding strategies the teacher employs and what constructs the scaffolding phenomenon. Hence, both studies focus on the teacher's role and behaviour rather than on the students' perceptions and reactions though the student reactions are considered in this study as, according to the scaffolding criteria applied in the study, active students' participation is required for scaffolding process to occur.

The results of the study carried out by Hakamäki (2005) show that, first, grammar instructional episodes are organized into phases according to participants: the opening, the grammar instructional and the closing phases. Second, the IRF structure is exploited by both the teacher and pupils in the teaching and learning process, and, third, the teacher uses a variety of scaffolding strategies. The effective scaffolding, according to that study, is gradual, contingent, and shared by all participants.

From the previous research review, the following lessons are to be implemented in the present study: In teacher-student interaction investigation, not only the teacher's behaviour but also student reactions should be scrutinized to understand how scaffolding appears in classroom settings and what scaffolding strategies are applied. Thus, both the role of the teacher and learners as active participants are of an equal value in research into scaffolding. Moreover, to perceive the overall picture of the teaching and learning process, it is useful to investigate how lessons are planned and then carried out. Furthermore, though audio- and video-records give the most information about scaffolding strategies applied, the data could be complemented with field notes as well as a teacher interview. Besides, some useful tips are given in previous studies, for example, that it is wise to get the participants of the study accustomed to the presence of video- and audio-recording devises before recording material for research.

6 RESEARCH DESIGN

In this chapter the design of the present study will be outlined. I will start with the research questions and research methodology and explain the aims of the study. Then I will describe the participants as well as the data collection methods employed and justify the choices I made. Finally, I will explain how the data were analysed.

6.1 Research questions

As previous research shows, scaffolding strategies applied in instruction to the whole class have not been studied extensively. Therefore, the aim of the present study is to investigate scaffolding strategies employed by the teacher in interaction with the whole class. Though a diversity of participant structures are used during English language lessons, it is noticed that teacher and whole class interaction is the most common in schools (Mercer 1994, Hakamäki 2005). Hence, a study conducted in such a setting would probably provide with the knowledge of the most typical classroom setting for scaffolding to occur. In addition, the knowledge of scaffolding strategies applied in instruction to the whole class would give a more precise picture of the phenomenon. Yet, this study does not seek to make such general conclusions due to the scope of the research data but rather serves as an attempt to draw attention to the neglected area. In

addition, adult English language students with immigrant background have been chosen as a target group since in Finland very little research has been done to investigate immigrant students as English language learners (Hirvonen 2010, Hakkarainen 2011).

As it was discussed in the conceptual framework, scaffolding has two levels: the macro stage which is implemented in the design of the course and lessons and the micro stage which is constructed during teacher-student interaction in lessons. As micro level scaffolding lies at the core of the phenomenon, it receives the greatest attention in this study. Yet, the planning work done by the teacher is undoubtedly important as it builds the platform for micro scaffolding to take place. Hence, the research questions are as follows:

1. How does the teacher plan the teaching and learning process for scaffolding to occur in EFL lessons in a class of adult immigrants and how are these plans implemented in interaction, in the teacher's opinion?

2. How is scaffolding implemented in teacher-led whole-class interaction in a lesson of EFL for adult immigrant students?

3. What scaffolding strategies does the teacher use in teacher-fronted whole-class instructions to adult immigrant English language students, and what are student responses?

In conclusion, the present study analyses scaffolding from two perspectives. First, scaffolding is scrutinised in the macro and micro level, that is, designed scaffolding features are researched and then interactional scaffolding is analysed (cf. Dansie 2001, Hammond and Gibbons 2005, Sharpe 2001, Walqui 2006). Second, micro level scaffolding is investigated as process and structure. In other words, it is examined how scaffolding is implemented in the interactional level, and, in particular, what scaffolding strategies (cf. van de Pol et al. 2010: 276) the teacher uses in teacher-fronted whole-class interaction. Thus, this study investigates the scaffolding phenomenon in an English as a foreign language lesson in a class of adult immigrant students.

6.2 Research methodology

In order to answer the research questions, it was decided to apply a qualitative research approach and employ methods that provide the data for a qualitative rather than quantitative analysis, though the difference between qualitative and quantitative methods has been questioned (for a more thorough, see, for example, Alasuutari 1999: 26, Davis 1995 and Kvale 1996: 67-69).

A qualitative approach is in consistency with other research where the nature of scaffolding is investigated and natural setting for it to occur is described (for example, Maybin et al. 1992, Donato 1994, Mercer 1998, 2000, Hammond 2001, Gibbons 2002, 2003, Hakamäki 2005, Hammond and Gibbons 2005, Walqui 2006, Vaish and Shegar 2009, van de Pol et al. 2011). Moreover, the study does not seek to make generalisations about the phenomenon of scaffolding as only episodes with teacher-led interaction with the whole class were chosen for the purpose of this study. In addition, it was only one teacher and one class that participated in research.

Following Hakamäki (2005), the study does not involve any tests to measure the learning outcomes and generalisations between teacher instructions and student learning outcomes is not in the scope of the present study. Moreover, this approach is in consistency with the ideas of Vygotsky (1978) who perceived learning as development in process and not as product. In this process of development, through expert-novice interaction shared knowledge, understanding and new meanings are constructed. In short, the study aims to unfold scaffolding as structure and as process and notice new aspects of the phenomenon (Alasuutari 1999: 87, Puusa and Juuti 2011: 48). In addition, it aims to give theoretically reasonable interpretations of the phenomenon under investigation where the teacher and students are active participants in a joint knowledge construction, though the teacher obtains the leading position in interaction. Thus, a qualitative description of this process serves the task the best.

The present research is a case study as it seeks, first, to investigate and understand a complex social phenomenon (Yin 2003: 2) of scaffolding in naturalistic classroom setting within episodes of teacher-led interaction with the whole class. Therefore, the investigator had no control over the teacher's and students' actions as well as the tasks and activities the class was engaged in and in this respect the data occurred in natural

classroom setting and reflect what actually happened in class (Yin 2003: 1). Second, the study aims to provide an analysis of scaffolding strategies applied by a single English teacher in one classroom of adult immigrant students. Only one lesson was randomly chosen from the recorded material for a more precise analysis. In addition, only one teacher, whose lessons were recorded, was interviewed after the observed lessons to investigate her perceptions (Puusa and Juuti 2011: 56). Third, several methods were applied to collect data about the same phenomenon from different aspects, that is, observation, recording of classroom interaction and a semi-structured interview. In conclusion, this thesis is a descriptive case study (Merriam 1988: 7).

In addition, a descriptive case study approach is complemented by ethnographic research features since the goal is to provide a description, an explanation and an interpretation of a particular social setting (Watson-Gegeo 1988, Davis 1995: 432), that is, teacher-student interaction in a naturalistic teacher-fronted classroom setting. The nature of the researcher's observations may vary from participant to non-participant ones (Metsämuuronen 2001: 44). In this study, they are rather non-participant observations, thought, it should be admitted that the researcher was familiar with the teacher before the research. In addition, a few participant students happened to be acquaintances of the researcher since she has an immigrant background just as the students do. As a result, sometimes the researcher was involved in class activities that might have relaxed the atmosphere in class but the data were not manipulated in any means for the purpose of the study.

A holistic approach in ethnography was applied which implies that after the data are analysed representative data examples are provided to reveal varied and typical features of the data in the report of the findings. The aim is to present an interpretation of the data to understand and examine the phenomenon, to deepen the understanding about it and produce a new interpretation. (Watson-Gegeo 1988, Puusa and Juuti 2011: 51)

To summarise, the present study is a descriptive case study supplemented by an ethnographic research approach. Two methods were chosen for the data analysis: First, as the task of the researcher was to investigate the teacher perceptions, interview content analysis was applied (Alasuutari 1999, Puusa 2011). Second, classroom interaction was analysed by adapting the analysis framework developed by Walsh (2006) which is based on conversation analysis. This approach influenced the collection, treatment, analysis

and interpretation of the data. The theoretical background was to a large extent based on the scaffolding model developed by Hammond and Gibbons (2005) which was supported and supplemented by interpretations of other scholars (as discussed in Chapter 4). In illuminating scaffolding features of the planning stage, definitions and observations of Hammond and Gibbons (2005) were applied to analyse the teacher's accounts. In the analysis of micro scaffolding process and scaffolding strategies the teacher employs to satisfy immediate learners' needs, definitions of van Lier (1996), Hammond and Gibbons (2005) as well as van de Pol et al. (2010) were applied.

6.3 Participants and data

According to Cazden (2001), scaffolding as structure and process is unique in every classroom discourse due to unique features of participants, pedagogical goals and technology available therefore it is important not only to introduce the course and lessons observed, but also the participants. Moreover, as Alasuutari (1999: 43) states, differences between participants are important in qualitative analysis. Thus, participants will be described next and furthermore I will describe the data collection methods applied.

6.3.1 Participants

The data were collected in a vocational school in Eastern Finland in February 2012. The teacher who participated in the study is a female teacher of English and Swedish with an eleven-year teaching experience to both Finnish and immigrant-based adult groups in the vocational school. One class of adult immigrant students participated in the study as it was the only class where the teacher had lessons at that moment (see the consent to the study in Appendix 1).

The participants were first year learners studying in a Business Information and Technology programme for vocational qualification. It was an immigrant-based group, and English was taught among other subjects such as Finnish, Swedish and subjects of Information Technology. The course of English was taught to meet the requirements of the future professional life and consisted of two parts. The first 35 hours (5 days) formed a topic-based course orientated to customer service and another 35 hours (5

days) were dedicated to practise IT terminology and other professional vocabulary. After the English course, the students should manage in common customer service situations: present themselves, the company and production, give guidance, talk about work related issues and know e-mail etiquette. In short, it was an immigrant-based group that studied English for professional purposes.

The course integrated the use of a computer and spoken language practice. The classroom was supplied with computers and every student had an access to the Internet. Tasks were related to the Internet and computer use although there was no online learning environment used to support Web-based distance education.

To collect information about the students and their background, a questionnaire was devised (see Appendix 2). This questionnaire was filled in in class, therefore, the students had an opportunity to ask clarifying questions if necessary. There were 11 students who participated in the study, six men and five women. Their backgrounds varied a great deal as it is typical in a class of adult immigrant students (Institute of Immigration 2002). Their age was from 22 to 55 with the majority in their forties. Mother tongues were Arabic (3 students), Kayan (3 students), Dari (2 students), Dinka, Estonian and Russian (1 representative of each language). Besides their mother tongues, the students knew Finnish and English. Proficiency of Finnish and English ranged from satisfactory to good, though in general Finnish language skills were better compared to English. Two students evaluated their English skills as poor and one student did not even mention it in the table. Although the language proficiency level is based on the students' self evaluation, it gives a similar picture compared to the teacher's opinion. In addition, an English language proficiency test was done before the course which showed that the participants' English level was between A1.1 and A2.2 according to European Certificate Framework of Reference for Languages. One student had not studied English before at all. The questionnaire also revealed that the students had received formal English as well as Finnish language instruction at school or some courses before, except for one student. As a result, it was agreed between the teacher and the students that the classroom language would be Finnish on the side of English. As the data show, there is a lot of code-switching between the languages, but it is not the focus of the study and, therefore, this phenomenon is not investigated.

In addition to their mother tongues, Finnish and English, some students mentioned other foreign languages they knew: Pashto, Burmese, Arabic, German, Russian and Persian. Though the proficiency ranged from poor to very good it shows a great variety of the group's foreign language skills which may be an important factor among multilingual students in the micro level (Cenoz and Gorter 2010). Besides, the educational background varied from basic to a university degree. Although most of the students had moved to Finland during the last five years, some of them had resided in Finland for more than ten years. In addition, most of the students had been studying, working or doing practical training in Finland which shows their adaptation to Finnish culture and society. The students' answers to the question why they studied English show that they are motivated and perceive English language skills as valuable in their professional lives and important in the present world. The features of participants are presented in Table 2.

Table 2. Background information about the students

Student	Sex	Age	Mother tongue	Other languages	Education	In Finland from
1	Male	41	Arabic	Finnish English	Polytechnic	2008
2	Male	55	Dari	Finnish English Pashto	Vocational school	2000
3	Male	45	Arabic	Finnish English	Master's degree	2008
4	Male	26	Kayah	Burmese Finnish English	Upper secondary school	2009
5	Male	27	Kayah	Burmese Finnish English	Upper secondary school	2009
6	Male	40	Dinka	Arabic Finnish English	Upper secondary school	2005
7	Female	38	Estonian	Finnish Russian German	Upper secondary school	1998
8	Female	42	Russian	Finnish English German	Bachelor's degree	2010
9	Female	46	Dari	Finnish English Pashto Russian Persian Arabic	Master's degree	2004

Student	Sex	Age	Mother tongue	Other languages	Education	In Finland from
10	Female	22	Kayah	Finnish English Burmese	Basic	2007
11	Female	42	Arabic	Finnish English	Polytechnic	2008

In conclusion, the participants form a very heterogeneous group with a great range in age, mother tongues, education background as well as knowledge of foreign languages. Even the knowledge of Finnish and English, which serve as languages of instruction and interaction in the English course, vary to some extent. Yet, the factor which unites the students is their aim to acquire the education necessary for the future employment in the field of Information Technology.

While transcribing the tape-recorded data, the students' real names as well as the names of the teachers mentioned in classroom talk were changed into other names of the same nationality to preserve a feeling of an authentic situation for the reader (see transcription conventions in Appendix 3). The data were collected during two days in two different classrooms where the students were sitting in a different order (see Appendix 4 for seating arrangements in the class). Although there were only four audio-recorders placed around the class and one video camera positioned in the end of the class, the teacher's and students' talk was recorded clearly enough for the data to be transcribed. In addition, field notes were taken while observing the lessons which helped to transcribe and analyse the data.

6.3.2 Data collection

The first research question aims to investigate how the teacher plans her teaching for scaffolding to occur in a lesson of EFL for adult immigrant students and how they are implemented during interaction with the whole class, in the teacher's opinion. Hence, the teacher's perspective and perceptions on the matter were investigated. For this purpose, a semi-structured interview was chosen as a data collection method. In a semi-structured interview a written list of questions serves as a guide and provides a researcher with an opportunity to modify, add or omit questions as the interview proceeds (Kvale 1996, Hirsjärvi and Hurme 2001: 47,48, Robson 2004: 278).

Questions were grouped to themes (see a schedule of the semi-structured interview in Appendix 5): The first questions concerned background information about the teacher and her perceptions about her students as immigrants since the intent was to inquire how well the teacher is aware of her students' needs and experiences. Then questions about the course and its organization proceeded. The aim was to learn about the course and its goals and how they are considered while preparing for lessons. The third set of the questions was about planning the lessons observed. Hence, questions concerned aspects important in macro scaffolding. Finally, the last questions sought to clarify how scaffolding strategies, developed in the planning stage, are implemented by the teacher in interaction with the whole class. In conclusion, the semi-structured interview included questions ranging from general information about the teacher, the students and the course to more precise questions about how the teacher's preparatory work was reflected in interaction with the whole class. The interview lasted about 50 minutes. It was audio-recorded and then transcribed verbatim for content analysis (see Appendix 6 for interview transcription conventions).

To answer the second and third research questions about scaffolding process and what scaffolding strategies the teacher employs in teacher-fronted whole-class instruction to adult immigrant English language students and what student responses are, two consecutive days of English lessons were observed and audio- and video-recorded. There were four lessons recorded on the first day and three lessons on the second day. Lessons lasted from 45 minutes to 1 hour and 15 minutes. Altogether there were 6 hours and 40 minutes of teaching and learning audio- and video-recorded. Recorded lessons formed one teaching unit on the theme of giving directions. It was decided not to use the material recorded during the first lesson as the intention was to accustom the participants to the presence of recording equipment. Then, one lesson was randomly chosen for a more precise analysis. Altogether, 45 minutes of teacher and whole-class interaction were transcribed for interaction analysis. The first draft of transcription was done by listening to the audio-recorder which was nearest to the teacher. After that unclear parts were listened through from other audio-recorders and transcribed in more detail. At the same time the whole transcription was followed and necessary corrections were made to specify interaction. After that the video-tape was viewed and necessary notes about the teacher's and students' gestures and moves (if captured) were added.

In addition to the recorded material, some field notes were taken by the researcher during the meeting with the teacher in December 2011, that is, before lessons were observed and recorded. Moreover, field notes were taken during the observed lessons. These notes helped to understand what happened during interaction as well as before and after it. Field notes were also complemented by the information received from the teacher during breaks. Besides, the researcher had an opportunity to have a chat with a few students during breaks and get a deeper understanding of interaction between the participants. According to Mercer and Littleton (2007: 123), in the analysis it is useful to know the shared history of the participants, their past experience as well as the trajectory of the events. That helps to perceive what happened within the interaction and make more justified conclusions though, according to Walsh (2006), findings are in any case based on research interpretations created during the material analysis process.

6.4   Data processing

Since the data were collected through an interview and lesson observation as well as video- and tape-recording, data processing had two stages. First, the interview was analysed for content analysis and then classroom interaction was scrutinised in one randomly chosen lesson. Next, I will describe these procedures in detail.

First, the interview was transcribed verbatim (see interview transcription conventions in Appendix 6) and then a content analysis method was applied. In other words, the teacher's accounts were organised into clear verbal descriptions without loosing the information they contain (Tuomi and Sarajärvi 2009: 110). In addition, the teacher's accounts were grouped according to the most prominent themes (Hirsjärvi and Hurme 2001: 173). Then, it was analysed what scaffolding features the teacher had mentioned which then consequently were compared to the macro scaffolding features presented by Hammond and Gibbons (2005) (see in section 4.2.2.1). In addition, it was scrutinized how the main scaffolding principles defined by van Lier (1996), such as: contextual support, continuity, intersubjectivity, flow, contingency and handover, are implemented, in the teacher's words, in the planning of the course and in particular in the observed lessons.

To analyse the scaffolding phenomenon and scaffolding strategies the teacher employs in an EFL lesson for adult immigrant learners, one lesson of 45 min. was randomly chosen and transcribed verbatim. Already while transcribing the lesson under analysis (see Jefferson 2004 about a relation between transcription and analysis) it was noticed that it consisted of two parts. At the beginning of the lesson it was checked if the students still remembered the three words (*a transparency, an overhead projector* and *a flip chart*) that were introduced a day before. In the second part of the lesson the teacher checked the exercise the students were doing before the break. The students were given a list of phrases and sentences for asking and giving directions in English they had to translate into Finnish. They could and were encouraged to use the on-line Google translator dictionary. Therefore, the transcription of the lesson was divided into two parts and then segmented into episodes in accordance with a sentence or a phrase at the target. Some episodes did not focus on a language item and were distinguished based on their pedagogical goals which were clearly different compared to a previous episode. The teacher's and students' speech was divided into turns which were presented in lines according to topics.

Separate episodes were examined in accordance with the analysis framework developed by Walsh (2006). It is an analysis framework called SETT (Self-Evaluation of Teacher Talk) with ad hoc approach devised for teachers' use, but it is suitable also for researchers. It has some features of conversation analysis. First, though focus is on teacher talk, all participants are equal in the interaction. That serves the purpose of the present study well: although scaffolding strategies provided by the teacher are in the focus, scaffolding is impossible if learners are not active participants. Second, the analysis framework is based on a sociocultural approach to teaching, that is, understanding and meanings are regarded as constructed jointly although the teacher has the prime responsibility in the process. This aspect also justifies why the study centred on the teacher talk and her perceptions.

According to the analysis framework (Walsh 2006), the lesson transcription was divided into microcontexts which are called modes and serve as analysis units. They have clear pedagogic goals and interactional features determined by the teacher's use of language. Scaffolding is one of interactional features (interactures). In addition, this framework was chosen for the data analysis since it defines the place of scaffolding among other

interactional features though the notion of scaffolding applied in the present study is broader than the one Walsh (2006) is following. To define the modes, pedagogic goals and interactional features were identified. This procedure assisted in detecting language functions and teacher intentions for scaffolding purposes. In other words, scaffolding means and intentions were distinguished through this. The content of the lesson is presented in Table 3.

Table 3. The content of the lesson under analysis

Episode	Language item	Mode	Goals in the episode	Scaffolding
Part 1				
1	a transparency	skills and systems	to check knowledge to enable the students to produce the correct word to display the correct word	hints modelling repeating questioning feeding back instructing
2	an overhead projector	skills and systems	to check knowledge to enable the students to produce the correct word to display the correct word	modelling repeating
3	a clip chart	skills and systems	to check knowledge to enable the students to produce the correct word to display the correct word	modelling repeating
4	a transparency, an overhead projector, a clip chart	managerial	to conclude the activity to change from one activity to another	-
Part 2				
5		managerial	to state a new topic to introduce a new activity to refer the students to the on-line dictionary as a translation tool to remind and illustrate what difficulties there are while using the Google translator to instruct how the activity will be checked	-
6	Excuse me, where is the post office, please?	materials	to check and display the translation to explain the use of "please" in Finnish and English	
		skills and systems	to explain the meaning of the word "please"	modelling explaining
7	Could you tell me where the bank is?	materials	to check and display the translation	-
		skills and systems	to explain the meaning of the word "you"	
8	Walk straight on.	materials	to check and display the translation	-
9	Go past the bank.	materials	to check and display the translation	modelling
10	Go across the street. / Cross the street	materials	to check and display the translation	-
11	Go until the next crossroads.	managerial	to transmit information related to the management of exercise checking to conclude which sentences have been checked	
		materials	to check and display the translation to focus on the word "crossroads"	
		skills and systems	to explain the meaning of the word "crossroads"	modelling explaining instructing
12	Turn left/right.	materials	to check and display the translation	explaining
13	Get out, please	skills and systems	to check if the students remember the phrase to entertain the students	-
14	It's on the left / on the right.	managerial	to explain why this phrase is not discussed to display the answer	-
15	It's in this street	materials	to check and display the translation	
		skills and systems	to focus on the use of "in"	explaining

Episode	Language item	Mode	Goals in the episode	Scaffolding
16	It's opposite the police station.	materials	to check and display the translation	
		skills and systems	to focus on the meaning of "opposite"	explaining
17	It's next to the school	materials	to check and display the translation	
		skills and systems	to focus on the meaning of "next to" to explain the differences between the word order in English and Finnish	explaining
18	Next to and near	skills and systems	to explain the difference between "next to" and "near"	-
19	It's right in front of you.	materials	to check and display the translation	
		managerial	to explain why to refer to the language item	
		skills and systems	to focus on the meaning of "right"	explaining
20	It's behind the hospital.	materials	to check and display the translation	
		skills and systems	to refer to differences of the word order in Finnish and English	explaining
21	It's around the corner.	materials	to check and display the translation	-
		skills and systems	to focus on the meaning of "around"	

Episode	Language item	Mode	Goals in the episode	Scaffolding
22	It's on the corner of Baker Street and King's Road.	materials	to check and display the translation	explaining
		skills and systems	to define the meaning of "on the corner" to explain the meaning of "on the corner" and "in the corner"	explaining questioning hints modelling
23	It's in the basement / on the ground floor / on the first floor.	materials	to check and display the translation	questioning modelling feeding back explaining
24	Take the lift. Take the stairs. Take a taxi/bus.	managerial	To inform how the task will be checked	
		materials skills and systems	to check and display the translation	modelling hints repeating
		managerial	to conclude the task	
25		managerial	to deliver the exercise with answers to conclude the exercise and move on to another task	-

Following Maybin et al. (1992), Mercer (1994), Mercer and Littleton (2007), to detect scaffolding, the classroom context before and after an applied scaffolding strategy were scrutinized. The main criteria to define that scaffolding took place were developed after modifying the scaffolding criteria presented by Maybin et al. (1992) (see section 4.1). It was decided that the six dimensions Maybin et al. (1992) define are too rigid and could exclude the majority of the lesson episodes as not fulfilling all of the criteria or too much of manipulation would have been in the analysis. Thus, only the most salient yardsticks in measuring scaffolding were considered and applied in the analysis.

As mainly verbal interaction was analysed, certain features of talk did serve as a criterion of scaffolding. First, talk with scaffolding was perceived as talk among equals for a purpose within curriculum. In other words, it was talk around a learning task where the teacher had an intention to provide guidance which enabled learners to perform the task otherwise out of the students' range of competence. Moreover, in this verbal interaction learners were active participants with an intention to, as a result of the interaction, be able to perform the task. Nevertheless, it was acknowledged that it might be challenging to define what the outcome of the interaction was since the results might not be evident immediately or they could be lost later. Therefore, interaction was analysed at a microgenetic level, that is, as restricted to the moment it occurred and long term outcomes were not possible to analyse. As a result, three criteria were applied in the analysis which, in my opinion, represent the core features of scaffolding in the interactional level. First, an indication that there was a gap in learners' knowledge which, second, was filled in after, third, the teacher's assistance. Moreover, it should be highlighted that in this study instances of scaffolded interaction are exclusively instances of effective scaffolding process, as would be perceived in the light of the study by Hakamäki (2005), for example. In other words, similar interaction with ineffective scaffolding (Hakamäki 2005) is ranked as interaction without scaffolding in the present study and is not included into the analysis. That is, the learners themselves had to produce the target structures as a result of the assistance the teacher provided. In addition, when scaffolding is apparent in interaction, not only the three criteria are present but also the six scaffolding principles (van Lier 1996) are evident, namely, continuity, contextual support, intersubjectivity, contingency, handover and flow. In the analysis the implementation of the principles was depicted as it reveals the nature of scaffolding and helps to grasp its essence.

7   FINDINGS

This chapter reports the findings of the present study. Its organization follows the aims and the order of the research questions of this study. Thus, first, the macro level scaffolding analysis is presented and the first research question is addressed; then micro level scaffolding is investigated. As interactional scaffolding receives a great attention in this study, the analysis of micro scaffolding is divided into two parts and consequently the second and the third research questions are answered. That is, findings on how scaffolding as process is implemented in the lesson are reported at first, and then the encountered scaffolding strategies which form scaffolding structure are scrutinised.

The findings are illustrated with ample examples from the data. Extracts from the teacher's accounts and classroom interaction are numbered with different numbering systems to indicate the different data sources. The quotations from the interview are numbered in brackets, for instance, example (1). Excerpts from classroom interaction are named extracts and the number and the name of the episode is indicated in the same way as in Table 3, for instance, Extract 4 episode 8 *Walk straight on*. Moreover, the numbering of the lines is preserved which makes it easy to refer to the lesson transcription in Appendix 7. The extracts from the interview are cited verbatim with only some omissions to make the accounts more continuous. Yet, it was considered carefully that the deletion would not change the meaning of the extracts. In the extracts of classroom interaction, transcription was not modified in any ways, only some lines were excluded if irrelevant in the episode.

7.1   Macro level scaffolding

This section aims at answering the first research question: How does the teacher plan the teaching and learning process for scaffolding to occur in EFL lessons in a class of adult immigrants and how are these plans implemented in interaction, in the teacher's opinion? As already mentioned, for this purpose the teacher was interviewed and her statements were supported with the field notes taken by the researcher during classroom observation where appropriate.

The chapter will start with the analysis of the cornerstones for scaffolding to occur in the planning stage based on the data collected by the interview in section 7.1.1. Then, in section 7.1.2 designed-in scaffolding strategies will be presented and analysed based on the transcribed interview with the teacher, and section 7.1.3 will illustrate how the scaffolding principles are applied while planning the course and lessons observed. In section 7.1.4 the main conclusions on the findings are drawn and discussed in the light of previous research.

7.1.1   The cornerstones of scaffolding in the planning stage

The main principles in the course planning, in the teacher's words, are the features of the target group and the goals of the course. Moreover, these are the prime cornerstones the entire teaching and learning process is built on. Scaffolding in this stage occurs in the routes by which the goals are reached in individual classrooms depending on their features (cf. Hammond and Gibbons 2005). Hence, it could be stated that the goals and aims of the course or the unit as an integral part of the course are predefined in the course programme despite the features of the target group. The teacher's role is therefore to plan and design classroom activities, select tasks which would facilitate in achieving the goals and simultaneously be appropriate to the target group.

The goal of the course is to prepare the class for the examination since it is a part of the degree. Yet, it could be stated that the goals of the course programme are of a general nature, as the teacher noted in example (1):

> (1) It's [...] very generally formed sentence in the official paper concerning the examination. It says that they are supposed to be able to cope and manage within different customer service situations in one foreign language

Hence, it seems that their implementation depends on the teacher's interpretation of the requirements as well as the students' cognitive abilities, aptitudes and the language level at the beginning of the course. Therefore, in addition to the goals of the course, another important factor in the course planning is features of the target group. In addition, the teacher acknowledged in example (2) that while planning the course and designing particular activities she considers both broader goals of the course and the students' starting points in English as a group as well as individuals:

(2) I plan the lessons thinking about the task. I try to choose proper assignments, proper exercises thinking about the level of knowledge. [...] I have to pay attention to individual differences...

Compared to the findings of the research by Hammond and Gibbons (2005), these are the "critical elements" in a course design which embrace the "janus-like" quality of the contingent teaching perceived by van Lier (1996) and labelled by Hammond and Gibbons (2005) "looking in two directions".

In addition to the students' language level, the teacher highlighted that paying attention to personal features of immigrant students is of a crucial importance compared to a group of Finnish students. There might be cultural differences between the teacher's and students' attitudes as well as differences in the attitudes among students. These differences might be related to a possible variety of the students' personal values and believes based on, for example, their creed, political views, personal features, backgrounds and previous experiences. Thus, the teacher has to be conscious in the way she approaches the class and its individuals. Moreover, in the teacher's perception, she has to continuously follow her students' reactions and interpret them in order not to hurt their personal pride and not to create hostile classroom atmosphere. This is illustrated in example (3):

(3) ...one reason for paying attention to individuals in immigrant group is that I don't want to hurt their traditions, because [...] it's not possible that I have all the knowledge of their backgrounds, and all the knowledge of their personal habits based on religion, politics and their personal history. So, therefore, I try to concentrate and focus on the individuals as persons. I try to read them, so that I don't hurt them in my comments which come from my background.

Hence, interaction of overall predetermined goals of the course, the students' language proficiency as well as their personal backgrounds and their personal aspirations are the cornerstone for the interviewed teacher while planning the lessons as well as conducting them. It could be argued that students' personal features are not as important in the planning and design stage as in the interactional stage. Yet, these observations could be important while choosing topics and materials and in highlighting possible differences within various cultures. For example, while observing the lessons it was noticed that the teacher often compared English and Finnish cultures and ways to interact in English and in Finnish. In addition, observations about the students' cultures could be elicited from the students to contextualize their knowledge. Moreover, there are topics which are better to avoid in a class of immigrants, such as religion, politics and questions related to moral values which might differ from society to society. Furthermore, it could be

argued that information about the students' personalities and their backgrounds may not be applied directly and reflected explicitly while, for example, choosing tasks. Nevertheless, it is the knowledge the teacher has to obtain while interacting with students and keep in mind in the preparatory stage to design appropriate scaffolding structure which would be implemented in scaffolding process by appropriate scaffolding strategies in the interactional level.

7.1.2 Designed-in scaffolding strategies as reported by the teacher

As conceptualized by Hammond and Gibbons (2005) and reported by the teacher, establishing the extent of the students' knowledge is a part of the programme planning. For this purpose diagnostic strategies before the course can be used. The language level of the class was established by a test. Firstly, it was tested which students did not have to attend customer service English lessons, that is, the first period of the course. Secondly, a general language level of the students who were to attend the course was defined. In the interview the teacher expressed her surprise about the results as based on her previous experience she had expected some students to perform better in the test and hence to have a smaller group of attendees. This is discussed in example (4):

> (4) ...it just happened that I knew quite many of the students in advance. They had been in another English course, so I assumed and I expected that there would be more such students who wouldn't have to join the lessons here at school. But I was astonished that for some reason they didn't, they didn't manage in that test.

As a result, there was a rather great variety of English skills among the students which made the group very heterogeneous in this respect. Thus, it challenged the teacher in the choices of tasks and exercises she had to make while planning the course and units on separate topics. The teacher concluded in example (5) that the greatest assisting factor in such a classroom setting is a cooperative and supportive spirit among the students:

> (5) I had to make a compromise when planning the lessons so that not to go into the basics of English language, and, on the other side, not to go too high within the, when choosing the teaching methods. But since it happens to be so that they seem to have good cooperation between themselves, so the differences between their knowledge, it wasn't disturbing.

Once the students' level of knowledge was defined, tasks and exercises could be selected and sequenced. It is obvious from the teacher's words that she used exercises related to customer service situations which served the main goal of the first period of the course, that is, to introduce and practise customer service English. Customer service

situations were apparently divided into a number of topics such as personal information, travelling, shopping, telephone conversations and guiding as discussed in example (6):

> (6) I try to select such materials which would include specific customer service targeted assignments. It means in practice personal information, travelling, shopping, telephone conversations, guiding.

Another goal of the course which would be achieved in the second period of the course was to introduce and practise IT English, therefore, scarce IT terms were presented already in the first period of the course. Presumably, as reported in example (7), the general goal the teacher was aiming at was also to demonstrate to the students that professional and everyday English are intertwined and interconnected on the vocabulary level.

> (7) ...even if it was a question about, of customer service English, so I included in small doses IT English, so called professional English within, so that they would realize the connection between the everyday language and the professional terms.

These general approaches the teacher applies in the course planning are defined by Walqui (2006) as cyclical curricula. It means that language items are reintroduced cyclically in different contexts over a period of time before they can be assimilated by students. Moreover, their inter-relatedness and complexity is shown. As a result, there is a natural flow of the learning process in which language items are first introduced and their concepts are grasped and then assimilated through a natural occurrence of misunderstanding and self-correction of these misunderstanding. This principle is the keystone for scaffolding to occur since the previous task becomes a support structure for the forthcoming one. In other words, as Hammond and Gibbons (2005) argue, it is not a particular task that supports learners but rather it is an entity of tasks and exercises with a well-thought-out sequencing that becomes scaffolding in the learning process.

The teacher's choice of exercises for the topic on guiding and a justification for that can serve as an illustrative example to demonstrate how scaffolding structure is planned and then executed in the lessons. The teacher summarized this in example (8):

> (8) …firstly, short introduction without any kind of background material, then background material, .hh a little bit of time to get acquainted with with that, then the actual exercise, and after that a summary, check-up together. That's the main idea.

Hence, the teacher sequences classroom activities starting from introduction to the topic and background material under this topic which serves as a foundation for further

exercises where the new material has to be applied and practised. Finally, the main points of the topic are revised and a summary of them is presented. For example, it was observed that an exercise in a form of a dialogue with guiding phrases was given after general guiding phrases and their meanings were elicited from the students. Some of these phrases were familiar to the students but some were presented by the teacher. In such a way, a set of vocabulary shared by the whole class was established. Moreover, core language items were provided through that and later additional items introduced in small portions by connecting them to the core items. In addition, exercises contained language items from previous and forthcoming topics. When asked how the observed lessons related to the previous and forthcoming lessons, the teacher answered as follows in example (9) and (10):

(9) We had had similar word exercises also last year […] then we went through this travelling and shopping, and phone conversations. And my idea was to pick up such such material for these remaining two days […] that there would be some kinds of links ((giggles)) between the previous exercises and these these...

(10) …I have managed to choose certain exercises which are meant specifically for the forthcoming IT English lessons.

In conclusion, a relation among the lessons within the topic as well as among the topics is intentional and planed beforehand. In addition, this relation is implemented not only through the introduction and reintroduction of the same language items within the topic and before or after the key topic. Links among the topics are revealed by combining vocabulary items from different topics in one activity and, in addition, activities from different topics are incorporated into one exercise. The teacher illustrated this in example (11):

(11) I used this this method with the other part of the classroom where they did Finnish words and […] when they worked with the IT terms and the other part of the classroom worked with the English terms and they would be forced to ask each other to check up, check up the terms. That was the idea to emm make some kind of a connection between guiding, asking, giving answers, and also also, in such situations where there might be some professional terms included.

It should be noticed that the relation between the periods of the course and among the topics within a period are not only planned and implemented by the teacher. They are also explicitly stated and reminded to the students throughout the course. This approach is fundamental in scaffolding: when the teacher presents the course as an interconnected entity with clear goals and purposes for each exercise and activity, the students become active participants of the teaching and learning process. Firstly, they know what they are

supposed to achieve during the course and, secondly, they learn how to achieve these goals. As a result, the students learn why and how something is studied and learned. Moreover, they can reflect on that, therefore, their metacognitive awareness develops (cf. Hammond and Gibbons 2005). In addition, they learn that, for example, frustration is a valid feeling (cf. Walqui 2006: 169) and a part of the learning process. The teacher's acceptance and control of the students' affects is particularly apparent from the lesson analysis presented in section 7.2.

Next, I will give some insights into organisational structures in the class of the participants during the observed lessons. Hammond and Gibbons (2005) list a number of advantages provided a variation of participant structures is used by the teacher within a unit of work (see section 4.2.2.1). Since only teacher and whole-class interaction is within the scope of the present study, this aspect of scaffolding was not discussed extensively during the interview. While observing the lessons, it was noticed that, first, the teacher interacted with the whole class, then, after the exercise was set, the students usually worked on it individually or in pairs. At the same time the teacher provided individual support if needed. After the exercise was completed, it was checked applying teacher and whole-class interaction. Hence, the students did not work in, for example, groups at all during the observed lessons, even a pair work was very limited. Based on the observation, teacher and whole-class interaction was prevailing. In the interview a question was raised of how the teacher assures that all students are following the lesson and manage with the task at hand. The teacher answered as follows in example (12):

> (12) I try to visit certain students more often than the others because I wanted to make sure that they have understood the meaning of the exercise and that they had […] really started doing it and proceeding in doing the exercise. And the reason why I didn't visit all the students was that I already had the knowledge that they will manage. And on the other hand, students were active themselves, they asked for me to come...

Thus, it could be concluded that the teacher, first, gives instructions to the whole-class based on a general class level and then she visits individual students who might need further or more supportive assistance in the task performance. Therefore, the teacher relies on her experience and, on the other hand, she follows the students' reactions and believes that they do not hesitate to address her if needed. In a private conversation the teacher also mentioned that some students constantly work in the same pairs and in such a way they get and provide support for each other. As a result, the handover and takeover principle of scaffolding is implemented since the teacher provides general

instructions to the whole class which are then supported with more elaborate ones based on individual students' needs. Thus, the task performance is handed over immediately as the student or students are able to accomplish it individually and additional instructions are provided only if needed.

Furthermore, visuals and a set of exercises are used as semiotic systems to present and develop understanding of concepts. In the observed lessons a drawn box was used to demonstrate guiding concepts. Moreover, they were demonstrated by the teacher through physical movements and gestures. As a result, the same information was provided through a variety of sources which Gibbons (2003) labels "message abundancy".

In conclusion, the designed-in scaffolding features reported by the teacher are a selection and sequencing of tasks based on the students' prior knowledge and experience as well as their individual features. Another scaffolding feature is using a shift of interaction between the teacher and the whole class as well as the teacher and individual students to balance a high level of challenge with additional support. In addition, usage of a set of sources to provide similar information through different channels props students in concept construction and creates opportunities to reintroduce the concept in different contexts. Moreover, as the purpose and goals of separate activities and tasks is introduced, explained and discussed with students on a regular basis, students' metacognitive awareness develops which makes them active participants of the learning process.

7.1.3   Principles of scaffolding in the designed-in stage

Van Lier (1996 :195) has outlined six general features or principles of scaffolding which capture it as a dynamic phenomenon occurring within the ZPD: continuity, contextual support, intersubjectivity, contingency, handover and flow. He also states that these principles were perceived based on the studies in child learning contexts and their application to adult learning has to be investigated before arguing for their universal nature. Barnard and Campbell (2005) have illustrated how these principles are implemented throughout the course of EAP writing in academic instruction. It is possible that in adult education these principles are applied in rather different ways

compared to child education contexts. Therefore, to answer the question of how, in the teacher's opinion, her plans are implemented in class, attention was given to the ways by which she applies these principles in the designed-in stage of the course. In should be noted that some principles, such as contextual support, intersubjectivity and contingency are more applicable in the interactional level. Yet, as the data collected through the interview show, the teacher's perceptions on the teaching and learning process is of a crucial value. In other words, these principles cannot be applied if their importance in the teaching process is not perceived by the teacher.

The principle of continuity is applied through repetition in numerous ways. It is employed within a topic as well as between and among topics or units. As the teacher stated, she tries "to make these connections between different subjects, between different exercises, and I try to make them [students] realize that there is a certain connection no matter what the exercises are." For example, it could be illustrated by the way the tasks are sequenced: at the beginning of the unit, the topic is introduced, then background material and an exercise is provided where the new knowledge has to be applied, and, finally, a check-up which serves as a summary is conducted. That is revealed in example (13):

> (13) Repetition is one of my methods. Eeem, I mentioned about the introduction earlier... I do that, as much as possible: short introduction without background material, then with the background material, then the exercise and then check-up together.

As a result, the unit material is presented from general to more specific and detailed and, in addition, activities vary from theoretical to practical. Besides, the same language items are presented in exercises of different modes. For example, it was observed that the same set of vocabulary was provided in a list of guiding phrases, then in a dialogue with guiding phrases and, finally, had to be applied while writing an e-mail. The teacher justified her strategy of repetition as a means to make connections between different areas. That is presented in example (14):

> (14) ... when I stuck into the key words: overhead projector, transparencies, and flip chart. [...] they had the connection with the e-mail message, which was supposed to be one of the tasks, so that they would get the understanding that we need certain key words when we start making an exercise, and around these key words we can make one specific exercise.

The same language items are also presented in different contexts through which a strategy of bridging (Walqui 2006) or contextualization (Cazden 2001) is implemented. The material learned can be revised, additional observations on the matter can be made

and explicit connections with the forthcoming activities can be created. Furthermore, practical value of the material can be demonstrated through executing it in practical and for the students familiar settings. This is demonstrated in example (15):

> (15) I keep on repeating certain things. I try to do it in a very casual way, the way I do with these salutations, I keep on saying: good morning, good afternoon, how are you, nice to see you, and try to make it sound as a joke, not as a teaching process.

Through the strategy of repetition not only continuity but also the principle of handover is applied. The exercises are sequenced in such a way that a shift from activities led by the teacher to tasks performed independently by the students can be noticed. Moreover, there are possibilities for a natural flow of the communication in lessons since presumably the schedule is not overloaded and there is time to make naturally occurring connections, as it could be concluded from the interview. For example, the teacher stated: "the better the atmosphere and the spirit is amongst students the more I get these extra ideas of connecting things." Therefore, as the atmosphere in the class is friendly and relaxed, conditions for a natural and "synchronized" (van Lier 1996: 195) classroom interaction are laid.

The principle of contextual support is implemented through a safe but challenging environment in the class. Students' contributions are encouraged and promoted by positive feedback and errors and mistakes are an accepted and expected part of the learning process. In the teacher's perception, encouragement is particularly beneficial in interaction with an immigrant class. The strategies the teacher reports to be using to maintain contextual support is repetition and hints. That is, even if the elicited students' contributions are not the correct ones, the teacher accepts them by repeating the appropriated answer. The student's answer is usually repeated to emphasize or to remind the students the pronunciation or grammar points but the intention is never to despise the student's contribution, as example (16) illustrates:

> (16) So, probably so that firstly even if it wasn't the correct answer, even so encourage the students to say and to answer, and to react, and then as a teacher to remind of certain things about pronunciation as well as some basic grammar occasions, not to, not to destroy the student's answer.

Hints is a strategy to empower students and provide them with another opportunity to contribute. In other words, responsibility for the communication is handed back to the student. Moreover, as example (17) proves, through cues and cued elicitations the teacher tries to elicit the answer from the students.

(17) That's one part of the encouragement. So that if they are unsure or even don't have the clue ((giggles)) what it was supposed to be, even even though, I give them [...] the chance to [...] say what what what I was asking. [...]especially when dealing with adults [...] I tried to force them nicely to think about it with my tips and my hints...

As a result, the students are forced and, on the other hand, are given an opportunity to become active students, to reflect on their contributions and clarify them. In such a way, not only the students' role changes in teacher and whole class interaction, but also their cognitive abilities are "pushed" (Hammond and Gibbons 2005: 25) to the higher level within their ZPDs.

In addition, it should be noticed that the teacher does not think about particular strategies she applies in a lesson while, for example, checking an exercise or eliciting the knowledge from the students. What the teacher does consider in macro scaffolding is tasks and exercises to achieve the goals of the course as well as a connection between exercises. Yet, already while preparing for lessons, the teacher has the intention to use opportunities to provide the students with additional unplanned knowledge. Thus, continuity and flow is ensured, as example (18) demonstrates:

(18) No, I do not think about the questions before the lessons. I usually think about the order of the exercises. [...] That's the way I I make the manuscript. And then I try to keep up remembering that if there's a chance of picking up something extra, I do it.

The teacher's intention to notice and use every opportunity to provide extra input is a piece of evidence of conscious contingent teaching. A provision for contingency in scaffolding is intersubjectivity. In other words, mutual engagement in a task by the teacher and students should be established before the teacher can act contingently and provide support at the point of need.

The most common strategies the teacher employs to support and develop the students' understanding is reintroduction and connection of the information in other contexts. It is the principle that Walqui (2006) calls bridging and Cazden (2001) refers to as contextualization. As example (19) reveals, the teaching material is connected or illustrated with examples from everyday situations or the world of entertainment:

(19) ...I try to connect things into everyday situations. I try to link or connect the sentences or the ideas to TV programmes, music, films, celebrities, everyday situations, so that they would get the "aha" phenomenon: "OK, jee, that's where I heard it! […] These sort of extra connections to help them memorise and remember and focus on the issue.

This approach not only helps the students to memorize a language item, but also makes it meaningful to them as a its practical value is demonstrated and intersubjectivity is maintained. Moreover, the connection might serve as scaffolding when the language item has to be retrieved in the future. Contingency in the planning stage is mostly manifested in the teacher's perception and consideration of the student's language level in order not to make too difficult connections, as reported in example (20):

> (20) ...I also have to pay attention to the fact that occasionally these connections are too difficult. I have to pay attention to the level of the group. So if I start getting these inspirational moments (chuckles) too much it might be confusing. If we have, if I have to deal with a group of basic knowledge, then these connections, they are not useful, they don't serve the point, [...] they just remain in the air...

In conclusion, it could be stated that the teacher's perceptions about the teaching philosophy she follows is the basis for scaffolding to construct. Although scaffolding in its core nature is implemented in the interactional level, the planned scaffolding features create conditions and contexts for interactional scaffolding to occur. Moreover, the six scaffolding principles are anticipated already in the design of the course. Thus, macro scaffolding is a presupposition for micro scaffolding to appear in classroom interaction.

7.1.4 Summary of the findings and discussion

The aim of this section was to investigate the first research question: How does the teacher plan the teaching and learning process for scaffolding to occur in EFL lessons in a class of adult immigrants and how are these plans implemented in interaction, in the teacher's opinion? The features of the designed-in scaffolding, as reported by the teacher, can be visually presented as follows (see Figure 8):
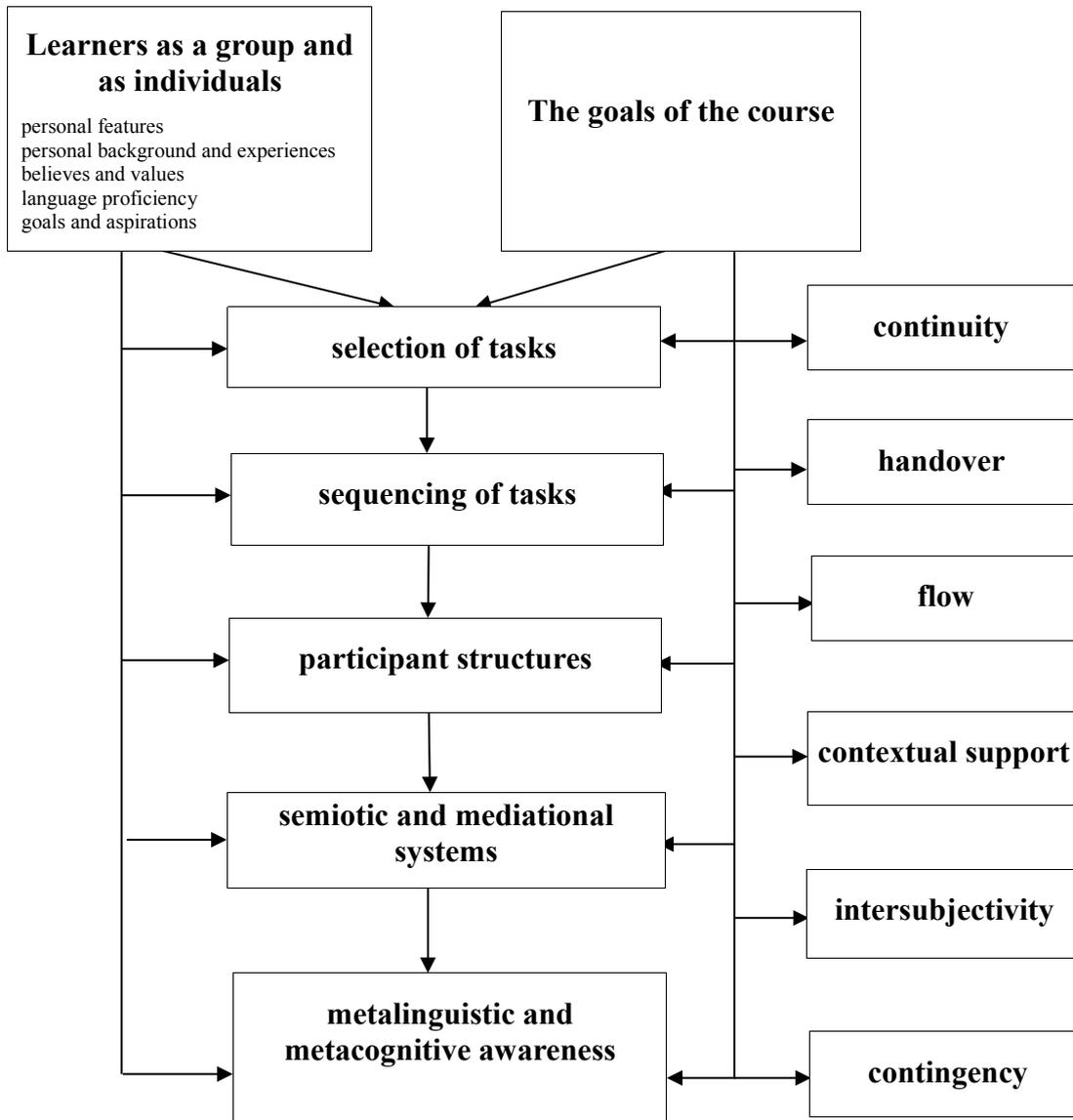
Figure 8. Designed-in scaffolding

The prerequisite for scaffolding to occur is the target group to which the course is taught to and the goals of the course. After that a curriculum which combines these features can be outlined with topics to cover during the course. Hammond and Gibbons (2005) state that tasks and their sequencing may differ from class to class depending on the language proficiency of the group as well as the previous experiences. Based on the interview analysis, I added more specific student features into Figure 8 the teacher had mentioned in the interview, such as personal features and experiences as well as personal goals and aspirations. Presumably, particularly these features are to be taken into account when the target group is adult immigrant students.

Otherwise the features Hammond and Gibbons (2005) identify to be integral in the process of a programme or unit design have arisen also in the teacher's accounts. Thus, Figure 8 presents a selection of tasks, their sequencing and participant structures among macro scaffolding features. In addition, the features of semiotic systems and mediational texts constitute semiotic and mediational systems in the figure. Since texts serve as an integral part of semiotic systems where concepts and understanding are conveyed and mediated to the students, it was decided to unite them into a single feature. Moreover, based on the material the teacher used in the observed lessons, it could be argued that texts as mediational artefacts were not used in the lessons but rather exercises as bodies of texts with activities to complete them were employed. Furthermore, visuals, teacher's physical movements, tone and gestures also constituted semiotic systems. Therefore, a succession of macro scaffolding features from more general to more specific as well as their interrelatedness could be noticed where metalinguistic and metacognitive awareness (cf. Hammond and Gibbons 2005) seems to be the outcome of a successful macro scaffolding structure implemented in classroom interaction. Thus, the students' needs have to be addressed and kept in mind while designing scaffolding structure step by step.

As the designed-in scaffolding features reflect a connection to the students' needs, already in the design level a connection between macro and micro scaffolding is evident (cf. Hammond and Gibbons 2005). In other words, classroom interaction is built on macro scaffolding structure and then, consequently, knowledge and perceptions formed in the interactional level are reflected in designed-in scaffolding. As a result, scaffolding in the designed-in level is in a constant connection with the interactional level.

Hence, the scaffolding principles perceived by van Lier (1996) are reflected in both levels. It proves that scaffolding is a two-stage process where planning is as important as contingent and thus not pre-scripted classroom interaction which presents teaching and learning opportunities. Although there was some evidence found that all scaffolding principles are implemented in the stage of preparation, some of them seem to be more applicable during interaction. For example, contextual support, continuity and handover are implemented already in the selection and sequencing of tasks whereas intersubjectivity and contingency is created on the personal, that is, interactional, level and flow is maintained through a natural pace of communication.

This perception lends support to the results of the case study by Barnard and Campbell (2005). According to their report, contextual support is provided by explaining the overall goal of the course as well as by setting tasks and applying different participant structures to achieve the goal. These ways to implement contextual support are noticed also in the teacher's accounts analysed in the present study. Continuity is perceived and implemented in the study by Barnard and Campbell (2005) as a routine of working procedures within a course whereas in this study continuity is implemented through repetition and variation of the target items to be learned. In the study by Barnard and Campbell (2005) the principle of handover is accomplished through a designed-in procedure of constant feedback from the tutor as well as within the group of students. In the present study this principle is realised in the designed-in level through a well-thought-out sequence of tasks and exercises where a previous task serves as a support structure for forthcoming tasks. Therefore, the significance of feedback for contextual support as well as handover is admitted by the teacher, but implemented in the interactional level and there are no pre-planned procedures to implement it. Hence, it could be concluded that indeed the implementation of the scaffolding principles differs from classroom to classroom.

As already mentioned, intersubjectivity, contingency and flow are implemented during interaction with the class, as the teacher's accounts and the findings of the study by Barnard and Campbell (2005) approve. Nevertheless, the prerequisite for these scaffolding principles to occur is laid down while preparing the course as they have to be acknowledged and opportunities for their implementation should be taken as they occur. These principles will be discussed in a great detail in section 7.2 which concerns micro scaffolding.

7.2 Micro level scaffolding

The previous section dealt with macro level scaffolding whereas this section will investigate scaffolding in the micro level. The analysis has shown that following the background section scaffolding in classroom interaction could be presented as process and as structure. Thus, in section 7.2.1 scaffolding as a complex process is revealed where an entity of strategies is employed and the scaffolding principles are implemented by the teacher to lead the students in the knowledge construction. In section 7.2.2. about

scaffolding as structure, separate scaffolding strategies are presented according to how and what is scaffolded in short extracts of the lesson. As a result, the answer is provided to the second and third research questions.

7.2.1 Scaffolding as process

The purpose of this section is to find answers to the second research question: How is scaffolding implemented in teacher-led whole-class interaction in a lesson of EFL for adult immigrant students? In other words, interaction is examined for the presence of the scaffolding phenomenon and at the same time the ingredients of it are scrutinised. As a result, scaffolding as process is depicted within an episode of the lesson.

As already stated, the lesson under analysis consisted of two parts. In the beginning of the lesson the teacher checked what the students knew and remembered from previous lessons and in the second part of the lesson the students' performance on their own with a help of the on-line dictionary was checked. Thus, considering the scaffolding criteria applied (see section 6.4), very often there was no clear evidence in the second part of the lesson that strategies the teacher employed to improve the students' understanding were necessary and filled in the gap in the students' knowledge. In other words, not all episodes in the lesson were with scaffolded learning.

In the light of the enlisted facts, first, clear examples of scaffolding as process are analysed and described and then instances of borderline cases are presented. In Extracts 1, 2 and 3 scaffolding process is depicted and its nature is presented. These are clear examples of scaffolding. Extracts 4, 5 and 6 serve as examples of borderline cases since there is some evidence that the teacher, based on her previous experience, perceived it necessary to assist the students in their knowledge construction. Yet, based on the analysis of the teacher's behaviour and the students' reactions it is argued that there is no scaffolding in Extract 4 and 5 whereas in Extract 6 there are some rather strong indications that scaffolding has taken place.

7.2.1.1 Clear cases of scaffolding

In the analysis, it will be demonstrated how the scaffolding criteria are implemented in interaction as well as the key principles of scaffolding will be depicted as they reveal in teacher and whole-class interaction. Moreover, in addition to scaffolding strategies (based on van de Pol et al. 2010) employed by the teacher during interaction with the whole class, the importance of semiotic systems will be proven in scaffolding.

Extract 1 presents an episode in which the teacher signals the beginning of the lesson with the phrase *by the way* repeated twice (line1 and 3) and displays the question *What is this?* (line 3) showing the object she wants the students to name. Before the lesson started, the teacher and the students had a chat in Finnish therefore not only a transitional marker *by the way* in line 1 is used to indicate the beginning of the lesson and to focus the students' attention but also a switch to English implies the move to a classroom activity. The lesson starts with the teacher's question in line 3 and a lack of the correct answer in lines 7 and 8 shows that the students need teacher's assistance in eliciting it. In short, there is clear evidence that there is a gap in the students' knowledge.

Extract 1 episode 1 *a transparency*

1.	T	emmm (.) by the way,
2.	M	[sneezing]
3.	T	= by the way. what is this? ((showing a transparency to the class))
4.	Kaija	kalvo.
5.	Ali	(kalvo)
6.	T	I mean, in English?
7.	Ali	a↑haa (laughing) en(n) tie(ie)dä
8.	Kaija	(en mää muista)
9.	T	remember? yesterday we had this one in English, ((touching an OHP))
10.		and this one in English ((waving with a transparency)) £do ↑you remember£? ((looking at Ali))
11.		(3) ↑piirtoheitinkal↓vo
12.	Kaija	se on tässä joss(ain) ((refers to her notes))
13.	T	se on varmaan <u>se</u>.
14.		hm muistatko Thurein? (2) me eilen katsoim- (1) <u>piirtoheitin↓kalvo.</u> mä tuijotin teitä [näin kauan läpi ((stears through the transparency))]
15.	Ali	[joo]
16.	T	=sanoin se on jotain läpinäkyvää, ja-,
17.		(1)↑piirtoheitin<u>kalvo</u>↓

18.		mitähän guuglekääntäjä sano?
19.	Ali	(xxx)
20.	Kaija	se on filmä,
21.	Ali	film jo jo ((sniggering))
22.	Kaija	kalvo,
23.	Ali	film jo
24.	Kaija	=kalvo on film
25.	T	kyllä elikä se reagoi siihen siihen hiemman yleisemmän yleisemmän
26.		↑kirjoititko pelkästään kalvo?
27.	Kaija	(kalvo)
28.	T	kirjoittapa siihen (.) piirtoheitinkalvo muuttuuko?
29.		testataanpas guugle tässä tässä odotellässä
30.	(pause)	
31.	T	this one ((showing a transparency)) kalvo, film, ↑toki
32.	Kaija	transparency
33.	T	YEE elikä kun sinne kirjoitti piirtoheitinkalvo, niin sieltä tuli, transparency. ((waving with a transparency)) mhh

There is an attempt from Kaija and Ali to provide the answer but it is in Finnish (lines 4 and 5) and the teacher specifies her question in line 6 *I mean, in English*. After the students' straightforward acknowledgement in lines 7 and 8 that they do not know the answer, the teacher is very careful not to provide too much support to the students and is searching for a suitable balance between support and challenge. Thus, the teacher hints and scaffolds by referring to the previous lesson's context and reminds the students another word they had in the same lesson *remember? yesterday we had this one in English,* (touching an OHP) (in line 9) *and this one in English* (waving with a transparency) (in line 10). As the answer is still not received, the teacher starts addressing particular students who are, seemingly based on her previous experience, the most advanced ones in the class. First, the teacher approaches Ali in a cheerful and friendly voice by just looking at him *do you remember?* in line 10. The teacher's intention is to encourage the student and involve him into the activity, that is, establish intersubjectivity. After a pause in line 11, the teacher appropriates the students' answer in lines 4 and 5 (*kalvo*) and models the correct name for "transparency" but in Finnish in line 11 *(piirtoheitinkalvo)* which is pronounced in a clear manner. Apparently a scaffolding means of modelling has generated some associations for Kaija and she starts to look for the word in her notes (*se on tässä joss(ain)* "it's somewhere here") in line 12. The teacher encourages her attempt and creates a supportive atmosphere but does not

wait for Kaija to find the answer and addresses another bright student by name in line 14.

After a pause the teacher applies a hint as a scaffolding means once more and reminds the class of how the word's meaning was explained and presented in the lesson a day before in lines 14 (*mä tuijotin teitä näin kauan läpi* "I was staring at you through it") and 16 (*sanoin se on jotain läpinäkyvää* "I said it is something transparent"). At the same time the teacher hints the definition of the target word *läpinäkyvää* "transparent" which was raised in the previous lesson and the teacher seemingly hopes that it would trigger the correct answer. The definition of the word "transparency" is provided not only verbally but also through demonstration. It is worth reminding that the students are adult immigrants and Finnish is not their native language therefore gestures and movements assist them in comprehending verbal explanations in Finnish as well as in English. Moreover, it creates message redundancy (Gibbons 2003) and stimulates learners' cognitive abilities. In addition, in lines 14 and 17 the teacher continues repeating and highlighting the target word in Finnish (*piirtoheitinkalvo* "transparency") which serves as a scaffolding means. The student reaction in line 15 (*joo* "yes") proves that apparently there is a recollection of the previous lesson, the students are active participants and mutual engagement is maintained. Nevertheless, the target vocabulary item is rather low in the students' ZPDs and they need even more supportive scaffolding means to be applied by the teacher in assisting them to extract the knowledge.

Hence, in line 18 the teacher poses a question which serves as a hint of how the correct answer can be obtained (*mitähän guuglekääntäjä sano?* "What does the Google translator say?"). The question in line 18 is also implicit instructing of how to perform this particular task as well as any task in a similar situation. It refers to the tool the students are familiar with and can use independently. Unfortunately, the students' answer in lines 20 and 21 is not correct. It is noteworthy that the teacher allows the students to express their answers and ponder upon them aloud in lines 22-25. There is no teacher feeding back after line 21, that is, acceptance of the students' answer as the correct one. It makes the students repeat the answer they have and a feeling of loss may be sensed. This is the only answer they have but the teacher is still not accepting it. In line 25 the teacher gives her feeding back in which she accepts the students' participation and implicitly signals that the answer is not the one sought for (cf. feeding

back in line 32). In addition, the teacher evaluates the answer (*kyllä elikä se reagoi siihen siihen hiemman yleisemmän yleisemmän* "Yes, that is, it gave a bit general...") and poses another question in line 26 to inquire how the incorrect answer was received (*kirjoititko pelkästään kalvo?* "Did you write *kalvo*?"). In other words, the teacher applies a diagnostic strategy (van de Pol et al. 2011) to establish a shared understanding or intersubjectivity. After that the teacher spots how the situation could be corrected and provides even more supportive scaffolding in line 28. She instructs the students what exactly to write to get the target word (*kirjoittapa siihen piirtoheitinkalvo* "Write there *piirtoheitinkalvo* (transparency)").

The scaffolding principal of contingency is obvious in the teacher's actions since as a reaction to the students actions she employs more and more supportive scaffolding means to elicit the correct answer. Firstly, the teacher applies hints, modelling and repetition which seem to be rather demanding on the students, then she poses a question which stimulates the students' actions, that is, to use the Google translator to get the target word. Finally, a clear instruction in an imperative mode follows which is the most supportive scaffolding means of all applied in this episode. As a result, as van Lier (1996) points out, contingency makes interaction efficient and proves to be central. Nevertheless, the teacher does not know what translation will be gained after her instruction therefore she acts contingently and adds the phrase *testataanpas guugle tässä tässä odotellessä* "Let's test the Google while waiting" in line 29 to provide contextual support and control students' frustration level in the case the translation is still not a satisfying one. In addition, the teacher uses a "let's" structure to indicate mutual engagement, that is, the principle of intersubjectivity is followed.

Moreover, there are some examples of how the principle of flow is applied in the episode. The actions of the participants are jointly orchestrated and interaction flows in a natural way. For example, in line 3 after the display question is posed and the answer is provided in Finnish, the teacher makes her question more precise, that is, a request of the answer in English is given. After a wrong translation in English is provided by the students, the teacher discovers how it was received, then instructs the translation of what word to seek for. While waiting for the answer, the teacher echoes the key points or summarizes what answers have been achieved so far in line 30 by showing a transparency to the class *this one, kalvo, film, toki.* "that's right *kalvo*, film". She also

uses a rising intonation to indicate that yet a more precise word is to be presented. Finally, after the correct word in Finnish is typed in, Kaija provides the word "transparency" in line 31 and the target vocabulary item is elicited. The correct answer is followed by enthusiastic and emotional teacher's feeding back in line 32 which indicates that the answer is the one sought for. Though feedback is only a short "*Yee*" it is said much louder than other speech and emotionally. Collective joy is expressed as the task is accomplished. In addition, in line 32 the teacher describes how the correct answer was received (*elikkä kun sinne kirjoitetti piirtoheitinkalvo, niin sieltä tuli, transparency*. "That is, when *piirtoheitinkalvo* was written there, the translation was transparency"). This summary serves as an explanation for the whole class and as an implicit instruction how to receive the correct answer. That is, the knowledge becomes shared by all the participants. In conclusion, the principle of flow is implemented by natural interaction between the teacher and students where the teacher, first, displays a question, then, guides the students in the process of inquiry in accordance to their contributions and, finally, echoes and summarizes the key points to amplify the shared knowledge to all participants.

The handover principle of scaffolding is implemented in the teacher's attempt to provide the students with assistance which would not be too supportive to keep them engaged and their attention attracted and, on the other hand, not too challenging to control their frustration and provide with contextual support. Although the teacher watches for opportunities to hand over parts of the task to her students, the students do not show signs of being ready to proceed independently. Therefore, the teacher has to simplify the task. For example, as already stated, hints, modelling and repeating means provided by the teacher (in lines 9-11, 14, 16 and 17) were too demanding on the students and, therefore, an implicit instruction in a form of a question (line 18) and then an explicit instruction (line 26) were applied by the teacher to assist the students. A gradual simplification of the task indicates that the teacher provides a very high level of support, and, accordingly, balances a high level of challenge which is appropriate in the current situation. In conclusion, as Mariani (1997) and Hammond and Gibbons (2005) argue, when high support and high challenge is provided by the teacher, students learn the most. Nevertheless, it is obvious that the vocabulary item is rather low in the students' ZPDs and, as a result, they need a lot of guidance. In conclusion, the students are other-regulated on this item.

To summarise, this episode serves as an example of scaffolding since there is a gap in the students' knowledge, that is, the students do not remember the word they are supposed to be familiar with. Yet, rather than providing the correct answer and moving on to the next point of the lesson, the teacher applies an entity of scaffolding means to elicit the correct answer from her students and, in such a way, extends their understanding. In conclusion, the teacher and students co-operate in mutual knowledge construction where the teacher has, obviously, a leading position and the students performs the task successfully since they are active participants and the teacher provides skilful guidance.

Extract 2 presents another episode with scaffolding which is taken from the second part of the lesson where an independent students' performance of the exercise was checked by the teacher. Hence, the pedagogic purposes in this episode differ from the ones in Extract 1. In Extract 1 the teacher aimed at testing the students' level of knowledge and eliciting the word *a transparency* which is one of the key words for a written assignment in the last lesson of the day whereas Extract 2 gives an example of classroom interaction where the task performance is checked. Compared to the other episodes of the second part of the lesson, this episode is rather unique since none of the students had a translation of the sentence. In line 381 Thiri confesses that she does not have the translation (*minä en löydy "*I do not find*"*) and Kaija states in line 382 that this task is difficult (*seuraava vaikea*). Therefore, it is apparent from the very beginning that the challenge level of the task is high, consequently, the teacher employs high level support strategies immediately. Before approaching the task, the teacher controls Thiri's and possibly other students' frustration and in line 384 assures that the task will be tackled together and the sentence translated co-operatively (*äläpä huoli "*don't worry*", ei mitään hätää* "no problem", *me kyllä löydämme sitten* "we'll find the translation"). In conclusion, there is a clear gap in the students' knowledge and to perform the task they need teacher's support and guidance therefore the first condition for scaffolding to appear is present. Next, it will be scrutinized what scaffolding means the teacher employs and how the correct solution of the task is achieved by the students.

Extract 2 episode 22 *It's on the corner of Baker Street and King's Road.*

378.	T	ja missäs me sitte ollaa Thiri? ((uncovers the next English sentence in the transparency))
379.	Thiri	mhh
380.	T	<u>tuossa</u> paikassa, tässä, ja
381.	Thiri	minä en löydy
382.	Kaija	seuraava vai(h)kea(h)
383.	Thiri	=suomeksi
384.	T	no ↑nii. Äläpä huoli. Tehdään sillä tavalla että (.) että että- Thiri, ei mitään hätää. Kerro miltä se kuulostaa englanniksi, nii me kyllä [löydämme sitten]
385.	Thiri	[it's on the] corner of Baker Street and King's Road.
386.	T	juuri näin. Kyllä sielä on taitaa olla ihan oikeita katuja Lontoossa, Baker Street, King's Road. It's on the corner of Baker Street and King's Road. No nyt saan taas käyttää käsiä, älä hätäile ((to Thiri)). Tässä on se ((putting her left arm in front of herself)) on the corner ((putting another arm and making a corner)). This is Baker Street ((moving the right arm up and down and keeping the corner))
387.	Thiri	joo
388.	T	this is King's Road ((moving her left arm up and down keeping the corner))
389.	Thiri	joo
390.	T	it's on the corner of Baker Street and King's Road ((showing a corner)).
391.	Kaija	nurkalla, kulmalla
392.	Thiri	kulmassa
393.	Kaija	joo
394.	T	kyllä, tässä se on ((still showing a corner with her hands)) tässä se on. Ajatelkaa, tä on Baker's Street ((still showing a corner with her arms and moving her one arm)) ((laugh)) King's Road ((moving her another arm)) ((laugh)). £ja siellä se on kulmassa£ Baker Streetin ja King's Roadin kulmassa ((showing a corner with her hands)).
395.	Thiri	mmh
396.	T	Kyllä, ja taas (.) taas tämä on tämä on opaste tuolla viimeisenä ja englannin kielellisessä lauseessa melkein alussa. It's on the corner of Baker Street and King's Road.

The task is approached in a familiar way, that is, Thiri is asked to read the sentence in English first (in line 384) and then the teacher applies an explaining means with demonstration to reveal the meaning of the sentence. It is possible that it is an abundance of unfamiliar words that confuses the students and they are unable to group words into phrases to confront them as meaningful sequences and not as individual words. Although there is no evidence to argue that it is a chain of unknown words that has caused the students' confusion, the teacher approaches in exactly this way and groups the words into meaningful phrases to reduce the degree of students' freedom (van de Pol et al. 2010). She concentrates their attention on the phrase with the

preposition which withholds the core meaning of the whole sentence and is one of the guiding prepositions as guiding is the topic of the lesson. In line 386 the teacher, first, states that Baker Street and King's Road do exist and are real streets in London (*taitaa olla ihan oikeita katuja Lontoossa, Baker Street, King's Road*), then, she signals that she is going to use her hands to explain how the streets go (*No nyt saan taas käyttää käsiä*) and at the same time she comforts Thiri by adding *älä hätäile* "don't worry". Thus, before applying a scaffolding strategy, the teacher creates classroom atmosphere where students' attention is attracted and necessary contextual support to balance the level of challenge is promised. In other words, according to van de Pol et al. (2010), direction maintenance strategies to support students' metacognitive activity as well as contingency management strategies to support students' affect are implemented before approaching the task.

When an appropriate setting is arranged and mutual engagement in the task, that is, intersubjectivity, is created, the teacher concentrates the students' attention on the core phrase of the sentence and demonstrates how the streets form a corner to bring up its meaning (*tässä on se on the corner. "*Here it is on the corner". *This is Baker Street* (in line 386), *this is King's Road* (in line 390)) and the students signal that they are following the explanation: in lines 387 and 389 Thiri murmurs *joo* "yes". The target phrase "on the corner" is provided in English, that is, the teacher does not reveal the Finnish translation but applies a very supportive scaffolding strategy of demonstration by hands and the students are able to produce the correct answer in lines 391 and 392: Kaija utters *nurkalla, kulmalla* and Thiri adds *kulmassa*. Thus, after the teacher's demonstration, the students managed to give the correct answer.

The teacher accepts the students' contribution in line 394 *kyllä* "yes", repeats demonstration with her hands and states explicitly the correct translation (*ja siellä se on kulmassa, Baker Streetin ja King's Roadin kulmassa "*and there it is on the corner, on the corner of Baker Street and King's Road"). Finally, an observation about the word order in Finnish and English is made and the sentence in English is repeated for illustrative purposes (*taas tämä on tämä on opaste tuolla viimeisenä ja englannin kielellisessä lauseessa melkein alussa. It's on the corner of Baker Street and King's Road.* "Again the guidance is in the end of the sentence and in the English sentence it is almost in the beginning. It's on the corner of Baker Street and King's Road"). The rule

about the word order is not discussed and analysed any further, only a meta comment (cf. Hammond and Gibbons 2005) is provided to refer to similar examples already tackled in episodes 17 and 20 (see Appendix 7). Therefore, the principles of flow and handover are implemented and are related to metalinguistic knowledge. The students do not need a thorough explanation any more hence it is only reminded and the means of cognitive structuring (cf. Tharp and Gallimore 1988 and van de Pol et al. 2010) is applied.

In conclusion, the teacher, first, provides direction maintenance and contextual support strategies, that is, focuses the students' attention and controls the level of frustration and through that creates a classroom setting where the students are active and perceptive. Then she demonstrates how the streets make a corner and, consequently, elicits the correct answer. The students' contribution is accepted and confirmed by repeating the translation of the whole sentence in Finnish. Finally, a general observation is made and differences of the word order in English and Finnish are reminded. In short, a scaffolding means of explaining with demonstration and cognitive structuring is employed by the teacher in this extract. In conclusion, the interaction is verified as scaffolding since all three criteria are implemented. First, there is a gap in the students' knowledge, and it is filled in by the students themselves as a consequence of the teacher's strategies applied.

Yet, due to the discrepancy in the structure of the phrase in English and Finnish ("on the corner" vs. "kulmassa" which might mean both on the corner and in the corner) the teacher attempts to explain the difference between English phrases "on the corner" and "in the corner". There is no explicit evidence that the students are not aware of the meanings of these phrases. It is likely that the students' answers in lines 391 and 392 (*nurkalla, kulmalla* and *kulmassa*) have triggered the teacher's intention to approach the phrase. Furthermore, as the interaction proceeds, it becomes apparent that the students do not notice the difference between the corner inside and outside ("in the corner" and "on the corner") and the talk about this item initiated by the teacher does attempt to fill in the existing gap in the students' knowledge.

Extract 3 episode 22 *It's on the corner of Baker Street and King's Road.*

397.		where's the box? Tässä ((showing a transparency with a drawn box and directions)) hypätään hetkeksi tänne laatikkoon ((giggling))
398.	Thiri/Fatima	mmh
399.	T	tullaan tuolta kulmalta Baker Street King's °tä oli hieno, tä oli hieno Baker Street ((again demonstrating with her arms)) King's Road aikamoinen° ((laugh))
400.		mutta, käydään sillä laatikossa välillä. Remember this box? ((showing a drawing with a box with instructions by an OHP)).
401.	Thiri	aa
402.	T	mh. This beautiful box. Nyt jos tuota, tässä minulla on punainen pallo ((draws a ball)) ja se vierii tänne ((points with her finger)) tämän tämän kauniisti piirtämäni laatikon tuonne tuohon nurkkaan.
403.	F	mh
404.	T	nii nyt nyt, on the corner ((makes a corner with her arms)) of Baker Street ((moving her left arm up and down keeping the corner))
405.	Thiri	mh
406.	T	=King's Road ((moving the right arm up and down keeping the corner)), mutta jos pallo vierii ((gesturing with her hand, showing ”inside”)) tuolle laatikon sisälle (.) nurkkaan
407.	Kaija	tarkoitat sitä etta maa on tänään vinossa
408.	T	((laughing)) £laatikko on vähän tällä tavalla£ ((forming a corner with her arms and making clear that it is askew)) £ihan totta ihan totta, miten se muuten pystyy ((laughing)) pystyy menemään£
409.		olemme ulkona, kaupungilla, on the corner of Baker Street ((forms a corner with her arms and moves the right arm up and down keeping the corner)) King's Road ((moves her left arm up and down)), laatikko on vino ((shows an askew corner)), pallo vierii laatikon sisälle sinne nurkkaan ((demonstrates)), nii sanommeko edelleen the ball is eee on the corner, vai muutammeko?
410.	Kaija	en tie
411.	T	tämä on nyt vähän pientä pientä kikkailua, ee täällä on meillä vähän valmiina jo vihjettä ((pointing to the drawing in the transparency)) <u>eks</u> meni jo sinne laatikkoon
412.	Thiri	inside
413.	T	<u>it's IN the corner</u> ((points with her hand in front of herself)) ja tuo pallo £siellä vinossa laatikossa£ kierii ((demonstrates an askew corner))
414.	Fatima	Around
415.	T	niin niin siellä se on (1) koko lauseella sanottuna
416.		((wrights at the same time))<The ball is <u>in</u> the corner>. The ball is in the corner.
417.		Tämä on jälleen kerran, mä käyn tuolla taululla, in the corner.
418.		((goes to the whiteboard and points to the date written on it)) Englannin kieli haluaa viikon päivän ja kuukaudet isolla. Englannin kieli haluaa sanoa it's <u>in</u> this street. Se on tällä kadulla. Englannin kieli halua tehdä tehdä eron (.) pallo vierii laatikon sisälle nurkkaan, tai minut laitettaan nurkkaan, tänne ((points to the corner in the front of the classroom)) ((gigling)) £nii nii£ silloin pallo tai minä on <u>in the corner</u>, <u>in the corner</u>. Huoneessa tai laatikossa.

419.	Kaija	pallo ((maissii))
420.	T	((laughing)) ja sitten täällä ollaan Baker Streetin ja King's Roadin kulma kulmassa, kulmalla, silloin on <u>on the corner</u>. But please remember, my dear friends, in the real situations, in practice, it makes no difference. Käytännössä, jos te eksynytta opastatte ja sanotte siellä keskellä Lontoota <u>in the corner of £</u> Baker Street and King's Road£, te toimitte täysin oikein. Ei mitään hätää. Mutta mutta kielioppi on tätä.

The teacher starts interaction with explaining supported by the drawing with the box the class used at the beginning of the unit about guidance. Thus, the teacher makes a parallel between the recently by hands explained phrase "on the corner" demonstrating and repeating it in the same way as it was presented before and the phrase "in the corner" demonstrated through the drawing with the box (in line 397 *hypätään hetkeksi tänne laatikkoon* "let's jump into the box for a moment", in line 399, *tullaan tuolta kulmalta (...) Baker Street, King's Road* "we'are coming from the corner of Baker Street and King's Road" (demonstrating with her arms)). In line 402 the teacher applies a visual strategy and draws a ball in the box to demonstrate the concept of "in the corner" (*tässä minulla on punainen pallo* "here I have a red ball" (draws a ball) *ja se vierii tänne* "and it rolls here" (points with her finger) *tämän kauniisti piirtämäni laatikon tuonne tuohon nurkkaan* "into the corner of this nice box I drew"). Before eliciting the target phrase, the teacher reminds the concept of the phrase "on the corner" embedded into the sentence of the exercise in lines 404 and 406 (*on the corner* (makes a corner with her arms) *of Baker Street* (moving her left arm up and down keeping the corner) *King's Road* (moving the right arm up and down keeping the corner)) and by using the contrastive conjunction "but" presents a statement which hints that in the example with a ball the concept is opposite (in line 406 *mutta jos pallo vierii* "but if a ball rolls" (gesturing with her hand, showing "inside") *tuolle laatikon sisälle nurkkaan* "inside the box into the corner"). The teacher's explanation is followed by the students' murmuring (in lines 403 and 405 they express it through *mh*). In line 407 Kaija makes a humorous observation *tarkoitat sitä että maa on vähän vinossa* "you mean the ground is askew" which the teacher accepts and incorporates into her explanation in line 409. In line 409, the teacher states explicitly "outside" (*ulkona*) and uses the phrase "on the corner" and then "inside" (*sisälle*) but in Finnish. That presents the concept but does not reveal the target phrase "in the corner" (*olemme ulkona, kaupungilla, on the corner of Baker Street* "we're outside, in the town, on the corner of Baker Street" (forms a corner with her arms and moves the right arm up and down keeping the corner) *King's Road* (moves her left arm up and down), *laatikko on vino* "the box is askew" (shows an askew

corner)*, pallo vierii laatikon sisälle sinne nurkkaan* "the ball is rolling inside the box into the corner" (demonstrates)).

After the parallel between the concepts in Finnish "outside, in the town" (*ulkona, kaupungilla*) and "inside, in the box" (*sisälle, nurkkaan*) is made, the teacher presents a question with two options: to use the phrase "on the corner" or change it, but she does not reveal what another option exactly is (*nii sanommeko edelleen the ball is eee on the corner, vai muutammeko?* "do we still say "the ball is on the corner" or do we change?" in line 409). Kaija is apparently following the teacher's talk but is not able to produce the target phrase and gives up immediately (*en tie* "I don't know") which shows that the target phrase is very low in her ZPD or possibly is even in the outside area. She simply does not know the preposition "in" in English. The teacher does not wait for other answers and gives a hint in line 411 (*täällä on meillä vähän valmiina jo vihjettä* "there is a hint for us" (pointing to the drawing in the transparency) *eks meni jo sinne laatikkoon* "X already went there into the box"). This hint triggers Thiri's answer *"inside"* in line 412 which apparently, in the teacher's opinion, is close enough to the target phrase and the teacher immediately appropriates it in line 413 *it's in the corner* and highlights the preposition "in" in her speech as well as accompanies it with gestures to demonstrate the concept of "in". Interaction is contingent as the teacher adjusts her explanation in accordance with the student reactions and contributions. For example, in line 408, the teacher incorporates the comment made by Kaija about askew box which illustrates mutual engagement between the teacher and students, creates intersubjectivity and, on the other hand, encourages the students to participate. Moreover, it provides the teacher with essential information on if the students need any further support. Therefore, in line 411, after Kaija states that she does not have the answer in line 410, the teacher makes her hint explicit. This hint shows that the teacher behaves contingently and increases her support when needed, in addition, the immediate teacher's reaction keeps the students' attention in focus and controls frustration level, that is, balances the challenge. As a result, the teacher's hint triggers the acceptable answer by Thiri which is then appropriated.

As in line 413 the teacher proceeds with an explanation to illustrate and repeat the concept of "inside the box" to make it sink into the students' minds (*ja tuo pallo siellä vinossa laatikossa vierii* "and the ball there in an askew box is rolling"), Fatima

contributes with *"around"* in line 414. This contribution is apparently triggered by the sentence "It's around the corner" she had to translate into Finnish in the previous episode (see episode 21 in Appendix 7) and is ignored by the teacher as irrelevant. Therefore, there is evidence of teacher's feeding back where an incorrect irrelevant student contribution is simply ignored. In line 416, the teacher not only repeats the sentence but also writes it on the transparency with the drawn box. In line 418, she concludes her explanation by referring to the rules the class has encountered that day (*englannin kieli haluaa viikon päivät ja kuukaudet isolla.* "English wants weekdays and months to be written with a capital letter" (discussed during the first lesson of the day). *englannin kieli haluaa sanoa it's in this street. Se on tällä kadulla.* "English wants to say *it's in this street*") (see episode 15 lines 317-320). In such a way, the teacher makes a meta comment and provides cognitive structuring to scaffold the students' understanding. Moreover, she repeats the rules that the students still remember and collects the knowledge encountered during that day, and, therefore, marks it as collectively shared knowledge of the class (cf. Mercer 1998, 2000, Hammond and Gibbons 2005). Finally, the teacher returns to the rule the class has just discovered and compares the two phrases "in the corner" and "on the corner". In line 418, *englannin kieli halua tehdä tehdä eron pallo vierii laatikon sisälle nurkkaan, tai minut laitettaan nurkkaan, tänne* "English wants to make a difference between the ball is rolling into the box, into the corner, or let's put me into the corner, there" (points to the corner in front of the classroom) (giggling) *silloin pallo tai minä on in the corner.* "Then the ball or I am in the corner". *Huoneessa tai laatikossa* "in the room or in the box". In line 420, *ja sitten täällä ollaan Baker Streetin ja King's Roadin kulma kulmassa, kulmalla, silloin on on the corner* "and then we're on the corner of Baker Street and King's Road, then it's on the corner". After the whole explanation and presentation of the rules, the teacher is very conscious to give advice about a real life situation (*But please remember, my dear friends, in the real situations, in practice, it makes no difference. Käytännössä, jos te eksynyttä opastatte ja sanotte siellä keskellä Lontoota in the corner of Baker Street and King's Road, te toimitte täysin oikein.* "In practice, if you guide a lost person and say there in the middle of London in the corner of Baker Street and King's Road, you behave absolutely correctly". *Ei mitään hätää.* "No problem" *Mutta mutta kielioppi on tätä.* "but the grammar is this"). The teacher does refer to the possible real life situations throughout the lesson (cf. episode 12 lines 280-282, episode 15 line 320 and episode 16

line 326). By doing that not only does the teacher contextualise (Cazden 2001) the phrases and sentences but also shows their practical value, comforts the students that mistakes do not prevent the flow and understanding in real life conversation. In addition, it proves the exercise the class is engaged in to be useful outside the class.

In conclusion, the second part of the interaction in the episode is also classified as scaffolding since there is a gap in the students' knowledge which is filled in by the students' contributions as a result of the teacher's strategies employed. Compared to the previous extracts the teacher not only applies scaffolding strategies contingently in accordance with the situation but also connects the classroom practice with the real life context and in such a way makes the classroom activity meaningful to the students.

7.2.1.2 Borderline cases of scaffolding

As already discussed, after the lesson episodes had been analysed, it was apparent that not all interaction could be rated as scaffolding although some guidance by the teacher is provided. For example, in Extract 4 there is no indication that the teacher spots the gap in the students knowledge, and, therefore, it is not addressed.

Extract 4 episode 8 *Walk straight on*

168.	T	Mitä sitten, Thiri? () miltä tuo opaste kuulostaisi, jos kertoisit sen jollekin eksyneelle °englannin kielelle°?
169.	Thiri	walk street on the *strai* on.
170.	T	näin ja
171.	Thiri	= kävele suoraan eteenpäin näin.
172.	T	[juuri näin]
173.	Thiri	[mh]
174.	T	= se on täysin samalla tavalla kun tuolla. ((shows the correct written answer on the transparency)) kävele suoraan eteenpäin. Walk straight on.
lines 175-191 excluded as irrelevant		
192.	T	((laughing)) £walk straight on. Walk straight on£

In line 168 the teacher refers to Thiri and asks her to read aloud the guiding sentence in English (*miltä tuo opaste kuulostaisi, jos kertoisit sen jollekin eksyneelle englannin kielelle?* "How would that guidance sound if you told it in English to somebody lost?"). In line 169 Thiri reads the sentence which is followed by the teacher's feedback in line 170 (*näin ja* "that's right and") where *ja* "and" serves as a signal to provide the

translation in Finnish. It is the third task in the exercise therefore the exercise checking procedure is familiar to Thiri and she knows how to proceed without teacher's instructions. After the translation is provided by Thiri in line 171 (*kävele suoraan eteenpäin näin* "Walk straight on like that") as a continuation of her turn in line 169, the teacher gives her feedback (*juuri näin* "that's right"), that is, accepts Thiri's answer though it is not precise. In addition, in line 174 she reveals the correct answer in the transparency and confirms that Thiri's answer was correct by referring to the translation in the transparency (*se on täysin samalla tavalla kun tuolla* "It's absolutely the same as there"). She repeats the phrase in Finnish and then in English to amplify it to the whole class (*kävele suoraan eteenpäin. Walk straight on*) and presumably to highlight the pronunciation of the phrase in English as Thiri does not pronounce it without a struggle in line 169. Therefore, the interaction in this extract is a typical triadic IRF pattern.

To summarise, there could be some indication that the student's performance is not excellent, nevertheless the teacher accepts the student's contribution, appropriates it and drifts away to a comment about gestures in her speech which triggered a further discussion (cf. lines 175-191 in Appendix 7). The target phrase apparently does not cause any difficulties to other students as there are no issues raised by the students after the irrelevant to the exercise discussion during which the students have time to reflect on the translation and in line 192 the teacher returns to the exercise and indicates where they have stopped.

In conclusion, there is some evidence that there is a gap in the students' knowledge which could be filled in, nevertheless, there are no strategies employed by the teacher to guide the students in knowledge construction. Although the phrase in English as well as in Finnish is appropriated by the teacher in lines 174 and 192, based on the lack of the students' reactions it is obvious that there is no scaffolding in this episode. Moreover, it is apparent that the teacher herself perceives the target phrase as one which does not evoke any difficulties for the students and, therefore, it is not discussed any further.

In Extract 5 episode 7 is presented. From the analysis it becomes clear that there is a gap in the student's knowledge which is consequently addressed by the teacher, therefore, there is one condition satisfied to consider interaction as scaffolding. At the end of the interaction it is apparent that the students' deficient knowledge is filled in, therefore, the second criterion to regard interaction as scaffolding is satisfied. Nevertheless, the

strategies the teacher applies to fill in the gap in the students' knowledge are not scaffolding strategies. Next, a more precise description of the analysis is following to confute the strategies employed by the teacher as scaffolding strategies.

Extract 5 episode 7 *Could you tell me where the bank is?*

140.	T	Mutta kuule, <u>Fatima</u>
141.	Fatima	mmm?
142.	T	kerrotko miltä kuulostaisi tuo seuraava lause ensi englannin kielellä? ((pointing to the sentence in the screen))
143.	Fatima	could you tell me where the bank is?
144.	T	näin se on. Ja (.) sinä varmaan löysit siihen hyvän suomennuksen. Mitä mitä se tarkoittaisi suomeksi
145.	M	(sneezing)
146.	Fatima	Mmmm (3) voitko sanoa
147.	T	m m
148.	Fatima	= missä on (1) pankki.
149.	T	juuri näin. Tässä etsitään <pankkia>
150.	M	((sneezing))
151.	T	= ja, ja hieno asia, Fatima, että sanoit <u>voitko sanoa</u>,
152.	Fatima	mm
153.	T	sanoit <u>voitko sanoa</u>, se on täysin oikein. >täysin oikein< nimittäin, tässä ((uncovers the translation and underlines the word voisitteko in the transparency)) täytyy muista sitten tämä
154.	Fatima	mm
155.	T	tämä englannin <u>you</u>. Se voi tarkoitta jotain yksittäistä henkilöä. ((pointing with her hand)) Voitko sinä sanoa? ((pointing with her hand)) Can you tell me? Voitko sinä kertoa minulle? Can you tell me? ((pointing with her hand)) tai sitten, voidaan kohdistaa koko- isommalle ryhmälle ((pointing with her hand to the whole class moving from the right side to the left)). Voitteko te? ((moving her left hand from the left to the right)) Voitteko te kertoa minulle? Can you tell me? [Voisitteko] ((pointing to the screen))
156.	Thiri	[voisitteko]
157.	T	=voisitteko kertoa
158.	T	Ja sitten vielä. Sitten vielä yksi huomio ((underlining on the transparency))
159.		((goes back to her place and looks at the whole class)) ee kun puhutellaan tuntematonta henkilöä () nii hyvin yleensä tämä teitittelymuoto osoittaa kohteliaisuutta kun ei tunneta ee tähän tulee vaikka () sanotaan vaikka se Sauli Niinistö ((laughing)) £joka oli eilen£ eilen eilen puheissa niin, en missään tapauksessa uskaltaisi häntä sinutella.
160.	Kaija	miksi?
161.	T	ee koska hän on ensinäkin hän on minua iäkkäämpi ja toiseksi hän on tällä hetkellä Suomen
162.	Kaija	ieks se on vähän vanhanaikaista?
163.	T	=tällä hetkellä hän on Suomen tassavallan presidentti.

164.	Kaija	[(no siksi xx)]
165.	T	[hh ((laughs))]
166.	Kaija	=[minä sanoisin Tarja Haloselle <u>sinä</u>]
167.	T	£nii menisin, mielummin turvattuisin teitittelyyn >ainakin aluksi<£ sitten kun tutustuisin, sitten. No <u>mutta</u>. Mainio homma.

The interaction starts in a familiar to the students way: first, the teacher addresses a student (in line 140 *mutta kuule, Fatima* "listen, Fatima"), then asks to read a sentence in English (in line 142 *Kerrotko miltä kuulostaisi tuo seuraava lause ensi englannin kielellä?* "Would you tell the next sentence in English at first?") and requests for its Finnish translation (*näin se on. Ja sinä varmaan löysit siihen hyvän suomennuksen. Mitä mitä se tarkoittaisi suomeksi.* "That's right and you probably found a good translation. What would it mean in Finnish?"). Fatima provides her translation in lines 146 and 148 (*Voitko sanoa missä on pankki* "Can you tell me where the bank is") which is accepted and paraphrased by the teacher in line 149 (*juuri näin. Tässä etsitään pankkia* "That's right. The bank is being in quest here"). The paraphrase serves as echoing and makes the meaning of the sentence more explicit. In line 151 the teacher praises Fatima for her translation and accepts it (*hieno asia, Fatima, että sanoit voitko sanoa* "It's great, Fatima, that you told can you tell me"). Nevertheless, the teacher highlights the phrase (*voitko sanoa* "can you tell") with an intention to comment on it in line 155. Hence, the interaction starts with a typical triadic IRF pattern where the feedback turn is used by the teacher to accept the student's contribution (in lines 144, 149 and 151), encourage her (in line 147 *mm*) and to control frustration level, that is, to provide contextual support. Although the translation is not precise, the teacher accepts it as a valid one in line 153 (*se on täysin oikein* "That is absolutely correct") and then continues explaining why the translation in the transparency is a more appropriate one.

In summary, there is evidence that there is a gap in the student's knowledge which is noticed and addressed by the teacher therefore the first scaffolding criterion is fulfilled. Yet, the correct translation is revealed by the teacher immediately (in line 153 the teacher uncovers the translation in the transparency) and the opportunity to elicit it from the students is lost. Therefore, the second criterion that the knowledge gap should be filled in as a cause of teacher's guidance is not satisfied. Next, I will analyse the teacher's actions to discuss if the strategies she applied could be regarded as scaffolding strategies.

In lines 155, 157-159 the teacher provides a list of meanings of the word "you" with definitions and examples. First, in line 155 the teacher explains that the word "you" can be used in singular as well as in plural (*Se voi tarkoitta jotain yksittäistä henkilöä.* "It can mean a single person". *Voitko sinä sanoa? Can you tell me? Voitko sinä kertoa minulle? Can you tell me? tai sitten, voidaan kohdistaa koko- isommalle ryhmälle* "or it can be applied to a whole, bigger group". *Voitteko te? Voitteko te kertoa minulle? Can you tell me? Voisitteko"*). Explanations and examples are supplemented with gestures, moreover, the examples are contextualised as they refer to a familiar to the students situation: the teacher is asking a student or a group of students to answer her question. Then, in line 159 the teacher explains the difference between formal and informal "you" (*kun puhutellaan tuntematonta henkilöä nii hyvin yleensä tämä teitittelymuoto osoittaa kohteliaisuutta kun ei tunneta ee tähän tulee vaikka sanotaan vaikka se Sauli Niinistö joka oli eilen eilen eilen puheissa niin, en missään tapauksessa uskaltaisi häntä sinutella* "When a stranger is approached, the formal you shows respectfulness. For example, if Sauli Niinistö, whom we were talking about yesterday, comes here, in no way I would dare to address him informally".) In this example, the teacher explains when formal "you" is used and illustrates it with an example about Sauli Niinistö. This example contextualises the students knowledge as it refers to a public person. The teacher connects her explanation with a discussion they had earlier. Moreover, the example refers to current events as Sauli Niinistö has been just elected to the post of the President of the Republic of Finland. The example also illuminates some peculiarities of Finnish culture and society, that is, in what cases formal you is used.

These means of explanation and providing examples are similar to means used in scaffolding. The student reactions in lines 156 (Thiri is reading the word from the screen simultaneously with the teacher), 160, 162, 164, 166 (Kaija questions the teacher's example and requests for a further explanation which she rejects) indicate that the students are active and follow the teacher's talk. Nevertheless, there is no attempt from the teacher to elicit the answers from the students or a request to contribute to her explanation, but rather the teacher provides her explanation in a monologic manner and moves on to the next task. As a result, this episode is rejected as interaction with scaffolding.

Extract 6 is an example of a borderline case of scaffolding which despite some conditions is evaluated as scaffolding. The episode starts with the triadic IRF pattern where the teacher asks one of the students to read the following guiding phrase in English (in line 237) and provide its translation (in line 239). Although the translation given apparently by the Google translator is not precise (in line 240), the teacher accepts it and appropriates it in line 242. Kaija and Thiri provide other translations the Google translator has produced which the teacher rejects in line 247 and repeats the appropriate translations in line 251. This piece of interaction is not analysed any further since it replicates the interaction in extract 5 and does not contain scaffolding. Nevertheless, in line 253 the teacher spots a word which, apparently based on her experience and intuition, may be new to the students (*ja tässä on hyviä sitten muutenkin sanoja, crossroads* "there are otherwise good words, crossroads").

Extract 6 episode 11 *Go until the next crossroads.*

lines 237-252 deleted as irrelevant		
253.	T	ja tässä on hyviä sitten muutenkin sanoja crossroads,
254.	Thiri	crossroads
255.	T	risteys, siinähän menee tiet ristiin ((makes a cross with her hands))
256.	Kaija	[cross]
257.	Muhammad	[cross]
258.	T	[cross] (.) on risti ((keeps her hands crossed)) ja roads nii nii näissä yhteyksessä aina kannatta vaikka ne ovat opaste termeja nii ni sieltä löytyy aina sitten [hyödyllisiä]
259.	Kaija	[crossroads]
260.	T	mm (2.0) crossroads, risteys on ikää kuin sen perusmuoto
261.	Kaija	näin se (x)
262.	T	tuliko
263.	Kaija	ei, ei se (x)
264.	T	testapas suostuko se
265.	Kaija	ei se kun noin ((typing on computer something))
266.	T	= suostuuko kääntämää (5.0) antaako se jotain hassua siihen? (2.0) crossroads
267.	Kaija	tässä tuossa poistaneet
268.	T	kaatopas onko se
269.	Muhammad	(*crossrode*)
270.	Thiri	risteys
271.	T	((comes up to Kaija's place)) jo, hei, nyt siinä vain se että tuotta ei tälle puolelle kannata ainakaa enää kirjoittaa, koska [kielet ovat suomi englanti]

272.	Kaija	[pitää vaihtaa]
273.	T	nii juri ((going back to the front of the class)) (2.0)

The student reactions in lines 254, 256, 257, 259 and 270 indicate that they ponder upon the meaning of the word, are intersubjective, and, therefore, it may be reasonably assumed that there is a gap in the students' knowledge although it was not the students who raised the target item. The teacher behaves contingently and in line 255 provides the Finnish translation of the target word, moreover, she defines the meaning in Finnish verbally (*risteys, siinähän menee tiet ristiin* "crossroads, roads cross there") as well as with a help of gestures since she demonstrates with her hands how roads make a cross. Therefore, the teacher applies an explaining means while scaffolding the students' understanding.

In addition, as the students keep echoing "cross" in lines 256 and 257, the teacher considers it to be useful to elaborate her definition of the target word, that is, crossroads, and applies a scaffolding means of explaining. The teacher divides the compound word into its parts and translates them into Finnish in line 258 (*cross on risti ja roads*). As a result, the explanation is even more precise and to support student cognitive activity, the task is simplified and student degree of freedom is reduced (Hakamäki 2005, van de Pol et al. 2010). In addition, she illustrates that by keeping her hands crossed. Yet, Kaija seems to be struggling with the word in line 259 presumably searching for its translation into Finnish, therefore, in line 260 the teacher confirms that it is the word on focus by *mm* and after a pause repeats the target item in English, then in Finnish and explains what its basic form is (*crossroads, risteys on ikää kuin sen perusmuoto* "crossroads is like its basic form"). In short, the teacher applies a very supportive scaffolding strategy by which she indicates precisely what word to type in to get the correct translation. From line 271 it becomes apparent that the languages are mixed in the on-line dictionary and that causes Kaija's confusion, but the teacher spots the problem and instructs Kaija to change Finnish-English into English-Finnish.

In summary, there are no self-evident indications about how familiar the students are with the target word. Yet, it could be assumed that the word is in the ZPDs of Muhammad and Thiri since the teacher's explanation was sufficient although necessary and they keep on echoing it (in lines 269, 270) to internalize it. It is also possible that it is the Finnish word the students were not familiar with. In the case of Kaija, the target

item is rather low in her ZPD or even outside it since she seeks for further teacher's support as well as resorts to the Google translator in search of the word. In short, Kaija is subject-regulated on this vocabulary item.

In conclusion, the extract is evaluated as an example of scaffolding. Although the students do not indicate the gap in their knowledge themselves, the teacher's guess is verified based on the subsequent students' behaviour. Moreover, the meaning of the target item is revealed gradually, the teacher provides appropriate scaffolding as a reaction to the students' behaviour, therefore, the support level is suitable in this interaction. In addition, the teacher responds to individual student needs and is ready to provide further support. As a result, the scaffolding principles of contingency, continuity and flow are implemented as well as contextual support since the students do not feel threatened to contribute and display the difficulties they have and are not intimidated to address the teacher. Furthermore, the scaffolding principle of handover is implemented as the teacher seeks to keep a suitable balance of challenge and support and hands over the parts of the task solution to her students as soon as they are ready.

In summary, the section dealt with a range of interaction examples to illustrate and to illuminate scaffolding process. First, model examples of scaffolding were depicted and analysed, then two examples of non-scaffolded interaction were presented for illustrative purposes. In addition, a borderline example with scaffolding concluded the section. The aim was to highlight the criteria which were followed in the analysis and to reveal the scaffolding phenomenon by contrasting instances with scaffolding and without it. The main point is that neither a single scaffolding criterion nor a single scaffolding strategy constructs scaffolding process but rather their entity and complex variety. Moreover, the prime condition for scaffolding to occur is active teacher-student interaction. Furthermore, it is the only setting in which the scaffolding principles, that is, continuity, contextual support, intersubjectivity, contingency, handover and flow, as defined by van Lier (1996: 195), can be brought into the classroom and take their effect.

7.2.1.3 Summary of the findings and discussion

The aim of this section was to seek answers to the second research question: How is scaffolding implemented in teacher-led whole-class interaction in a lesson of EFL for

adult immigrant students? In other words, the purpose was to apply criteria to identify interaction with scaffolding. Now I will summarise the findings and discuss them in the light of previous research.

As already mentioned in the theoretical background section, there is a discussion among scholars about scaffolding and "merely help" (Mercer 1994, Hammond 2001, Hammond and Gibbons 2005). Therefore, a set of criteria had to be outlined and systematically followed in the interaction analysis to verify particular interaction as scaffolding. This study provides examples of interaction with scaffolding between an EFL teacher and adult immigrant students as a class provided the following criteria are applied: there is a gap in the learners' knowledge which is filled in as a consequence of scaffolding strategies the teacher applies (cf. Maybin et al. 1992). There is strong evidence that scaffolding is implemented through talk and in this respect the study lends support to the study by Maybin et al. (1992). Furthermore, although an active learner (or learners) is an essential presupposition to determine the scaffolding phenomenon in teacher and whole-class interaction, the results of the analysis imply that it is mostly the teacher's talking strategies that create conditions for scaffolding to occur. To be more precise, it is the teacher's role in scaffolding to create classroom atmosphere where student affects are controlled and directed and cognitive as well as metacognitive activities supported. There is a substantial body of evidence that the extent and nature of the teacher's help depends on the students' capabilities defined by diagnostic strategies (van de Pol et al. 2011) the teacher applies. In this respect the results of the study confirm a presupposition that scaffolding captures successful intervention into students' learning (Mercer 1994).

The analysis has shown that all six principles may be detected in interaction between the teacher and the whole class of adult immigrant learners. Nevertheless, it could be discussed that some principles are more important and fundamental in scaffolding than others. For example, most of the researchers distinguish contingency as the key feature in scaffolding (for instance, van Lier 1996, Hammond 2001, Hammond and Gibbons 2005, van de Pol et al. 2011). The results of the present study confirm ubiquity of contingency in classroom interaction with scaffolding.

Already while observing the lessons and transcribing and analysing the randomly chosen lesson it was evident that the teacher's talk in Finnish was talk for foreigners.

Her speech was clear, loud, of a rather slow tempo and forms of written rather than spoken language were used in interaction with the students. The teacher's speech was supported with gestures and moves that helped the students to follow the teacher's talk. It should be noticed that gesturing is the teacher's personal feature, still she used gestures and movements also deliberately to assist her explanations and instructions. In addition, Finnish was the main language of classroom interaction. Therefore, all students were able to follow and contribute to the lesson since in general the students' proficiency in Finnish was better than in English, in the case of some students the gap between the knowledge of Finnish and English was rather great. Moreover, in translation tasks the students could use the on-line Google dictionary, therefore, they always had some solution to the task in hand. In conclusion, there are some initial factors considered before the lessons which prop the students in their task performance, and, therefore, contingency is ensured.

In addition, the analysis confirms that intersubjectivity is a key principle, too, as it is crucial that not only the teacher adjusts her talk and actions in accordance with the learner reactions but also the learners are engaged in the activity in hand. Therefore, this finding leads support to the study by Ko et al. (2003) that learners should be active participants in the teaching and learning process and that serves as a prerequisite for scaffolding to occur. The findings of the present study show that the teacher's behaviour in the class is not only contingent, that is, responsive to the immediate students' needs, but that she also uses various techniques to create mutual engagement, or intersubjectivity, in the activity in hand. For example, the teacher encourages the students to participate, uses diagnostic strategies to establish the level and extent of her assistance required, demonstrates a practical value of the target structures, incorporates student contributions into the shared classroom knowledge. In such a way also continuity and flow of communication are ensured.

Furthermore, the handover and takeover principle is often distinguished by researchers. Van de Pol et al. (2010) name it fading and transfer of responsibility to the learner, Hammond and Gibbons (2005) label it temporal support. As the lesson analysis has dealt with rather short episodes of only one lesson, it must be acknowledged that examples with the handover principle are rather scarce at least in the restricted unit of analysis applied in the study. Hakamäki (2005) provides examples of instantly reduced

scaffolding as learners become capable of working on the target structures independently whereas the present case study cannot provide such instances mainly because only episodes from one lesson are scrutinised. Yet, there are examples of how the teacher employs more supportive scaffolding strategies to provide sufficient assistance and ensure contextual support (see, for example, the analysis of Extract 1). In addition, drawing to the results of the present study as well as to the study by Hakamäki (2005), effective scaffolding is proven to be gradual and contingent. In conclusion, the study presents solid evidence that all scaffolding principles can be detected in teacher and adult immigrant student interaction. Hence, not only the macro (cf. section 7.1.4) but also the micro analysis of scaffolding phenomenon confirms that scaffolding principles may be applied in adult teaching contexts, too (cf. val Lier 1996), at least in EFL teaching. In conclusion, although not all scaffolding principles as described by van Lier (1996) are equally evident in interaction between the teacher and the class of adult immigrants, based on the results of the present study, scaffolding in the interactional level is implemented through contingency, contextual support, intersubjectivity, continuity, flow and handover and is mainly ensured by the teacher.

In addition, it could be argued that scaffolding can be analysed and is evident in interaction between the teacher and the whole class and in this respect is in line with the study by Hakamäki (2005). Furthermore, based on the results it is argued that it is not a single scaffolding strategy which provides the learners with effective help but rather an entity of scaffolding strategies implemented through the six scaffolding principles (van Lier 1996). Moreover, scaffolding (or effective scaffolding, as defined by Hakamäki 2005) is manifested through talk which is dialogic (Mercer and Littleton 2007) and shared by all the participants. The analysis has also shown that scaffolding occurs in the learners' ZPDs: The lower a target language item is in the ZPD, the more support students need and, vice versa, the higher a target language item is, the less teacher assistance is required. Furthermore, provided teacher support is targeted to an item in the self-regulation area or outside the ZPD (see Figure 3), new learning may not occur and interaction is not verified as scaffolding. Drawing to the background section, the concept of the ZPD is essential in defining the nature and the role of scaffolding in the teaching and learning process perceived from the socio-cultural perspective. Yet, it is acknowledged that the ZPD is challenging to detect precisely in interaction. This

observation is therefore in line with the studies by, for example, Mercer (1994), Wells (1998), Lantolf (2000).

7.2.2 Scaffolding as structure

This section aims at giving answers to the third research question: What scaffolding strategies does the teacher use in teacher-fronted whole-class instructions to adult immigrant English language students, and what are student responses? In other words, the purpose is to depict scaffolding means applied by the teacher for particular intentions and to analyse what student responses are. In section 7.2.1 about scaffolding as process, an entity of scaffolding means for a number of intentions was analysed and depicted to reveal scaffolding as a complex phenomenon. This section scrutinises scaffolding as structure from the perspective of what scaffolding strategies, or means for particular intentions, are used by the teacher within scaffolding interaction and what student reactions are.

In the analysis of scaffolding strategies, the framework outlined by van de Pol et al. (2010) is applied (discussed in section 4.2.2.2, see in particular Figure 7). As a holistic approach in ethnography is applied in this study, only representative data examples are provided to shed light on the varied and typical features of scaffolding strategies. According to the data, modelling, hints, explaining and questioning are the most typical means employed by the teacher whereas there are only a very few instances of instructing and feeding back as scaffolding means. Yet, the analysis of these scarce cases is presented among others in section 7.2.1.1 about scaffolding as process (see, for example, the analysis of extract 1). In short, modelling, hints, explaining and questioning are depicted in this section and their typical as well as varied features are presented as much as the transcribed and analysed data allow.

7.2.2.1 Modelling

Examples with modelling could be further divided into three groups in accordance with an intention for their use. First, modelling is applied by the teacher with an intention to demonstrate a word or to correct pronunciation. Second, modelling is employed where the students' contributions are appropriated by the teacher to present more suitable

options. In these cases modelling occurs in its primary meaning since, for example, according to Tharp and Gallimore (1988: 47), modelling is "offering behaviour for imitation". Similarly, in extracts with these kinds of modelling, echoing of the teacher's presentation or appropriation by the students is usually following. The third type of modelling is naming an object in Finnish which serves as an interim step to approach the target word and trigger it in English in the students' memories. Compared to the other two types this one is the most cognitively demanding on the students as they should not just repeat the teacher's input, but produce it in English themselves as well as be familiar with the object's label in Finnish. Next, these three types of modelling are presented.

Extracts 7 and 8 present how the teacher demonstrates a target word for correct pronunciation (extract 7) as well as for a correct use (extract 8).

Extract 7 episode 9 *Go past the bank.*

194.	Kaija	ee go ee mitese *pasta* onko se *pastre pistre pustra* ((laughing))
195.	T	£past£
196.	Kaija	£past£
197.	T	£past£
198.	Kaija	past bank

In extract 7 the scaffolding means of modelling is initiated by the student herself. It is an indication of intersubjectivity, that is, the student is involved in the task and is actively seeking for teacher's help. Moreover, it lends support to the statement that for scaffolding to occur student's active participation is essential (Ko et al. 2003). In line 194 Kaija asks for a help in a playful way how to pronounce the word (*ee go ee mitese* pasta *onko se* pastre pistre pustra *"go ee how is it "pasta" is it "pastre pistre pustra"") and in line 195 the teacher provides her assistance and gives an input with correct pronunciation. In short, the teacher offers behaviour for imitation and in such a way gives a model for correct pronunciation. In line 196 Kaija repeats or imitates the teacher's input, in line 197 the teacher repeats it to confirm that the imitation was appropriate and in line 198 Kaija successfully finishes the sentence. In addition, all three criteria for the interaction to be verified as scaffolding are fulfilled: there is a gap in student's knowledge which is filled in as a cause of the teacher's behaviour and the student is able to perform the task independently if necessary in the future as already demonstrated.

Extract 8 demonstrates a task performance of the two students with different levels of knowledge and proves that the teacher behaves contingently and manages to assist the students with different needs and provide the help they need. Interaction starts with the teacher accepting Muhammad's answer to her question of what word can replace the word "take" in the sentences "Take a lift", "Take the stairs", "Take a taxi/bus".

Extract 8 episode 24 *Take a lift. Take the stairs. Take a taxi/bus.*

492.	T	hyvä, Muhammad. Juuri se. ((writes on the transparency "use")) use.
493.	Kaija	mikä se oli...?
494.	T	use, käytä, use.
495.	Kaija	hius
496.	T	hius ((laughs)) hius on tässä ((points and shows her hair)) £sillä lailla suomen kieli, kyllä. Onneksi se on Englanniksi hair£ ((laughs))
497.		mutta, use use the lift, use the stair, use a taxi, use the door ((points to the door)), use the ((shows the marker in her hand)),
498.	Muhammad	use the carpet

In line 493 Kaija requests for a repetition of the target word (*mikä se oli?* "What was it?"). The teacher repeats it in line 494 as well as provides a translation in Finnish (*use, käytä, use*) apparently so that Kaija can find it in the on-line dictionary. In line 495 Kaija mispronounces it and produces a Finnish word with a similar pronunciation (*hius* "hair"). In line 496 the teacher takes it in a playful manner, explains with a smile the word's meaning in Finnish and provides its translation into English. At the same time she clarifies that the word Kaija accidentally produced belongs to the Finnish language vocabulary and not English (*hius on tässä* "that is a hair" (points and shows her hair) *sillä lailla suomen kieli, kyllä. Onneksi se on Englanniksi hair* "that's in Finnish. Luckily in English it's *hair*"). It is obvious that Kaija needs a lot of support therefore the teacher acts accordingly, namely, she repeats the target word, demonstrates the pronunciation and corrects it and at the same time provides contextual support and keeps Kaija motivated and engaged in the task. In addition, in line 497 the teacher repeats the modelled word "use" and illustrates its use in sentences (*use use the lift, use the stair, use a taxi, use the door* (points to the door)*, use the* (shows the marker in her hand)). In conclusion, not only the teacher does demonstrate the pronunciation but also the use of the target word. In such a way, she pushes students' cognitive abilities within their ZPDs. In line 498 Muhammad adds *use a carpet* and demonstrates that he is able not only to produce the word with correct pronunciation, but also to use it in a sensible sentence.

In conclusion, there is a strong indication that the target item is rather high in Muhammad's ZPD as he not only could produce the word, that is, replace the word "take" with it, but also use it without mistakes in an illustrative sentence. Muhammad is therefore self-regulated on this language item. On the other hand, Kaija has demonstrated that the same target item is rather low in her ZPD since the word had to be repeated and moreover an association with a Finnish word with similar pronunciation had to be established to memorise it. Based on her response in line 501 (see Appendix 7), after the means of modelling is applied by the teacher, the gap in Kaija's knowledge is filled in and no further questions are posed. Thus, the interaction can be ranked as scaffolding based on the microgenetic analysis.

Extracts 9 and 10 depict how the teacher accepts the students' contributions in a shared knowledge construction and appropriates them to provide a more suitable option or an equal synonym to extract the core meaning of the target word. As a result, student contributions are encouraged as contextual support is provided, and, moreover, students' cognitive abilities are supported.

Extract 9 episode 23 *It's in the basement/on the ground floor/ on the first floor.*

436.	T	NO NII, eli ollaan kellarikerroksessa, basement, ja sitten, ground floor? Oli
437.	Kaija	aa, se oli alakerra, olikä?
438.	T	se on tämä katutaso ((points with her hand)).
439.	Kaija	Katutaso
440.	T	Mhh,
441.	Kaija	Alakerros
442.	T	kyllä. Elikä basement, nii kun sieltä löytyiki on se kellarikerros, katutaso on itse asiassa tässä missä me juuri nyt ollaan ((gesturing with her hand)). >nu tuossa katu menee ihan samalla ((pointing outside the window))< ((giggles)) ee ground floor,

Extract 9 starts with the teacher's elicitation of the Finnish target word in line 436 (*eli ollaan kellarikerroksessa, basement, ja sitten, ground floor? Oli* "So we're in the basement and the ground floor was?") In line 437 Kaija provides it with her doubt (*se oli alakerra, olikä?* "It was *alakerra*, was it?"). The answer is correct but since the target word is "katutaso" the teacher appropriates it in line 438 (*se on tämä katutaso* "it is this ground floor"). Kaija repeats it in line 439 *katutaso* (ground floor) and the teacher confirms the contribution. The interaction is conducted through the classical IRF (Initiation-Response-Feedback) pattern where in the feedback turn the teacher provides

the target word and appropriates the student's contribution. However, although the class is a group of immigrant students whose L1 is not Finnish, the difference between these two Finnish words ("alakerta" and "katutaso") is not explained. Therefore, Kaija repeats her contribution in line 441 *alakerros*. The teacher again accepts it as valid, but appropriates it into "katutaso". In the same line 442 she repeats other words and their translations into Finnish, that is, amplifies for the class the target items (*Elikä basement, nii kun sieltä löytyiki on se kellarikerros, katutaso on itse asiassa tässä missä me juuri nyt ollaan* "basement as was found is "kellarikerros" (gesturing with her hand). *nu tuossa katu menee ihan samalla* "there the street goes exactly the same way" (pointing outside the window)(giggles) *ee ground floor*) and then in line 443 moves on to the next language item. While repeating the target word *katutaso* "ground floor", the teacher demonstrates where the ground floor is and contextualizes its concept. In short, in this example the teacher uses modelling to appropriate the student's contribution as well as a reference to the object to define the meaning of the word. Thus, compared to, for example, Extract 7, the target item is cognitively more demanding since not its pronunciation but the concept is in the target. Therefore, simple demonstration for imitation is not enough, the meaning has to be explained and is defined by referring to the key component "katu" (street) as in "katutaso" and translated literally *ground floor*.

In Extract 10 interaction starts with the teacher's attempt to control the level of students' frustration and to direct the students' attention to the target structure. In line 469 the teacher instructs the class that the last three sentences of the exercise will be approached together as a class. She uses a "let's" structure to create conditions for mutual engagement and to signal that she will support in the task performance. After that the teacher's intention is direction maintenance as she concentrates the students' attention on the target word "take" in the structure (*jotta otammekaa rauhallisesti* "let's take it easy" (directing with her both hands), *otetaan yhdessä ne kolme* (points to the screen) *kolme viimeistä. "*let's take these last three together" *Siitä syystä että: täällä on sama rakenne: take* "because there is the same structure with take" (underlines "take")).

Extract 10 episode 24 *Take the lift. Take the stairs. Take a taxi/bus.*

469.	T	jotta otammekaa rauhallisesti ((directing with her both hands)), otetaan yhdessä ne kolme ((points to the screen)) kolme viimeistä. Siitä syystä että: täällä on sama rakenne: take ((underlines "take")),
470.	Thiri	take
471.	Kaija	ota
472.	T	take ((underlines "take")), take ((underlines "take"))
473.	Thiri	ota hissi
474.	Kaija	ota, mikä se on hissi ja
475.	T	((laughs))
476.	Thiri	hissi, rapuset ja
477.	Kaija	=rappusia, taksi ja bussi.
478.	T	näin juuri, ja itse asiassa kuulkaa siinä voi ihan hyvin sanoa että ota hissi, kyllä tämän suomen kieli käyttää, ota hissi. Take the lift. Miks ei ihan hyvin voi olla, ota portaat ((points to the door)), mene portaita pitkin, mene rappuisia, take the stairs. Ja sitte, jos ei muu auta, ota taksi, take a taxi.

In line 471 Kaija provides the translation of the word "take" (*ota*), in line 473 Thiri employs it in the first phrase and translates it into Finnish (*ota hissi* "take the lift"), then in line 476 she translates other words in similar sentences (*hissi, rapuset ja* "lift, stairs and"). Kaija contributes in lines 474 and 477 by repeating and adding translations of other words (in line 474 *ota, mikä se on hissi ja* "take, what, a lift and", in line 477 *rappusia, taksi ja bussi* "stairs, a taxi and a bus"). In fact, Kaija and Thiri translate the sentences simultaneously, adding and contributing to each other's performance. At the same time, the teacher follows that and in line 472 underlines the target word "take" and repeats it while underlining. In line 475 the teacher laughs in agreement and in such a way encourages the students to continue their contributions. After the task is performed, in line 478 the teacher evaluates the students' contributions, that is, accepts them as valid, and only after that uncovers other possible Finnish structures in the transparency (*näin juuri, ja itse asiassa kuulkaa siinä voi ihan hyvin sanoa että ota hissi, kyllä tämän suomen kieli käyttää, ota hissi. "*That's right, and as a matter of fact here you can absolutely say "ota hissi" (take the lift), the Finnish language uses this". *Take the lift. Miks ei ihan hyvin voi olla, ota portaat* "Why not, it can be "ota portaat" (take the stairs) (points to the door), *mene portaita pitkin, mene rappuisia, take the stairs. Ja sitte, jos ei muu auta,* "and if nothing helps" *ota taksi, take a taxi*).

In this extract the target word seems to be "ota" ("take" in imperative), and, therefore, the synonym "mene" ("go" in imperative) is amplified for the class in sentences *Take*

the lift, (Mene hissillä) Take the stairs (Mene portaita) and underlined in the transparency but is not presented as a more appropriate option but rather as an equal substitute for "ota" (take). This teacher's decision might have been caused by the fact that this item was encountered a few lessons before. Yet then the word "take" was substituted by "use" though in a very similar context (cf. *Take the lift* and *Use the lift*). In conclusion, the teacher's meta comment on the use of "ota" (take) in Finnish as a substitute for "mene" (go) serves as a scaffolding means of modelling where two equal options are provided as acceptable ones in the sentences. The intention for this decision might have been to decrease cognitive load of the activity and accept another option as equally valid since the students are already familiar with it. In addition, it could be noticed that the teacher considers her students as foreigners, for whom neither the target language, that is, English, nor the classroom language, that is, Finnish, is their mother tongue. Thus, the teacher is aware that it is not only the English language which should be taught, but also explanations in Finnish should be appropriated and adjusted according to the students' language proficiency.

In addition, it could be observed that the target items are rather high in Kaija's and Thiri's ZPDs since they do not pose any difficulties for them to produce correct translations, and, therefore, they are self-regulated on these items. On the other hand, it could be speculated that their performance might not reveal the actual level of knowledge on these items since there was an on-line dictionary of the Google translator at their disposal while the task performance. Unfortunately, the video-tape has not captured if the dictionary was used. Yet, as the task performance was spontaneous and fluent, it could be argued that it reveals the true knowledge of the students.

The third set of examples about modelling differs from the previous ones due to its greater demands on students' cognitive abilities. In the first examples (Extracts 7 and 8) the teacher demonstrates the target items which the students have only to repeat, in the second set of examples the students at first attempt to perform a task and only after that the teacher appropriates their contributions or makes additional observations. In the third set of examples on modelling, the teacher employs an equivalent in Finnish to trigger the target vocabulary in English.

In Extract 11 a fragment from episode 2 is presented where the teacher's pedagogic purpose is to elicit the target vocabulary. In line 34 the teacher comes up to an object

and points at it to elicit its name *this one was*. Based on her experience in episode 1 (lines 4-6, see Appendix 7) she immediately makes an explicit demand that the answer should be in English.

Extract 11 episode 2 *an overhead projector*

34.	T	and ((swallowing her spit)) this one was, ((coming up to an OHP and touching it)) (1) in English,
35.	Zubeir	overhead-
36.	T	tämä piirto(heitin) oli englanniksi ((pointing with her hand where Zubeir is))
37.	Zubeir	overhead projector
38.	T	overhead projector, YES.

The target item is in the self-regulation area of Zubeir's ZPD and he spontaneously attempts to deliver the correct answer in line 35 *overhead-* which the teacher does not hear and provides a label of the object in Finnish in line 36 (*tämä piirtoheitin oli englanniksi "*and this overhead projector was in English") and then notices that Zubeir makes another attempt to amplify his answer and points to his direction in the same line. In line 37 Zubeir pronounces the correct answer (*overhead projector*) which the teacher accepts in line 38 by repeating it with an emphasising intonation and adding the function word "yes" to express her assent. In this example, it could be argued that the interaction between the teacher and Zubeir is not scaffolding since possibly there is no need for supportive strategy to elicit the correct answer. On the other hand, it is only one student in the class who demonstrates the task performance and there is no evidence if it has been of no use to other students. Yet, the strategy the teacher employs has the ingredients of a scaffolding strategy since it attempts to fill in a gap in the students' knowledge and does not give away the correct answer but rather intends to elicit it from the students. In addition, it reminds other clear examples of modelling of this type one of which is depicted next.

In Extract 12, the teacher's goal is to elicit the vocabulary item "flip chart". She starts the elicitation by pointing to an object first in line 47.

Extract 12 episode 3 *a flip chart*

47.	T	over there, which is hidden behind behind the screen ((goes to the front corner of the class where a flip chart is))
48.	Kaija	se on vähän semmosta
49.	T	[this one]

50.	Kaija	[flipflap] flic fli flic fla-
51.	T	£JUURI NÄIN£ ((laughing)) jotain semmosta flip flop juttua ((demonstrating with her fingers the movement)). siis tämä on vähän laine flipatusta, suomeksikin tässä on jotain flip flap <u>fläppitautu</u>
52.	Ali	jo, fläppitaulu, jo
53.	T	fläppitaulu, ja sehän oli englanninksi,
54.	Ali	flip chart

Kaija's respond in lines 48 and 50 shows that she has a grasp of the word and has some association to its sound (*se on vähän semmosta* "it's a bit like that", in line 48, *flic fli flic fla* in line 50). The teacher accepts and encourages Kaija's attempt in line 51 and strengthens this association since it might help the students to elicit the target word through this association in the future (*juuri näin* "that's right" *jotain semmosta flip flop juttua* "some flip flop stuff", *siis tämä on vähän laine flipatusta* "there is a wave of flipping"). The verbal association is led by demonstration with fingers to imitate the movement after which a parallel with Finnish is made and the Finnish counterpart is given by the teacher (*suomessakin tässä on jotain flip flap: fläppitaulu* "in Finnish there is also some flip flap: "fläppitaulu" (flip chart)"). This teacher's strategy could also be interpreted as appropriation of student's contribution. It differs from examples in Extracts 9 and 10 since appropriation is not in the target language. The Finnish equivalent seems to trigger the target word in Ali's memory. In line 52 he nods in agreement (*jo fläppitaulu, jo* "yea fläppitaulu (flip chart), yea") and after the teacher repeats the Finnish counterpart and implicitly requests for it in English with the intonation that the answer is in the air in line 53 (*fläppitaulu, ja sehän oli in English* "fläppitaulu (flip chart) and in English it is of course") Ali produces the target item in line 54 (*flip chart*). Kaija's contribution proves that the vocabulary item is in her ZPD but rather low since she has some recollection of the word but cannot produce it whereas it is much higher in Ali's ZPD since he is able to elicit it after the Finnish counterpart is presented by the teacher.

This example demonstrates how labelling an object in Finnish can serve as a scaffolding means of modelling to trigger the target vocabulary item in the students' production. Yet, this means is employed together with other techniques to elicit the target word: First, the object is pointed at, then labelled in Finnish and an association between the word and the way it sounds is established. Moreover, the associated meaning is demonstrated with gestures, and, finally, the target word in English is requested. In conclusion, it could be

argued that the more cognitively demanding activity is, the more leading techniques are employed. It also illustrates contingent teacher's behaviour as she employs gradually more and more supportive techniques to balance a high level of challenge and, at the same time, to involve the students into the activity performance.

7.2.2.2 Explaining

Van de Pol et al. (2010: 277) distinguishes explaining as one of scaffolding means the intention of which is to provide "more detailed information or clarification by the teacher". Explaining as a scaffolding means differs from a "simple" explanation by the context it is applied in. In other words, it should be used contingently and implement other principles of scaffolding (van Lier 1996) and be, in the words of van de Pol et al. (2010: 277), "part of a process of fading and transfer of responsibility", just like any scaffolding means does. In section 7.2.1 it has been already presented through a number of examples how scaffolding as process takes place and how its main principles are implemented in this process. Furthermore, particular scaffolding means which were applied by the teacher in this process were scrutinised in their context. Therefore, a few instances of explaining have already been encountered in section 7.2.1. For example, in Extract 6 the meaning of the word "crossroads" is explained through demonstration by hands and a verbal analysis of the word's components as well as by referring to its basic grammatical form. Then, the Finnish counterpart is amplified and the word's components are translated into Finnish to make the word's structure transparent.

In this particular case, it is worth mentioning that the translation from English into Finnish is provided by the student with no struggle. Therefore, the teacher behaves contingently and, first, only points to the target word "crossroads" and provides the translation into Finnish which is already available for the class. Then she perceives it useful to explain the meaning of the word (English as well as Finnish) by demonstration and translation of the English word components into Finnish and then refers to its basic form. In conclusion, the teacher approaches the word from the general level and then depicts its structure and through this reveals its meaning in more detail. In episode 22 the teacher uses visuals as well as demonstration by hands to support her explaining (see section 7.2.2.1).

Due to the limited data under analysis, it is impossible to make any general conclusions about the use of explaining as a scaffolding means. Hence, only a couple of examples as a supplement to other already encountered and presented in the previous section will be scrutinized in this section for illustrative purposes.

Extract 13 deals with interaction about the meaning and use of the word "please" in Finnish and English. Kaija raises the issue in line 117 since after the target word "please" is typed into the on-line dictionary for the translation, "ole hyvä" (here you are) is provided as a Finnish counterpart whereas a Finnish translation of the sentence "Excuse me, where is the post office, please?" is "Anteeksi, missä on postitoimisto?" or "Anteeksi, missä on postitoimisto, kiitos." In short, the word "please" can be omitted in the Finnish sentence or translated as "kiitos" (thank you). Therefore, in line 120 the teacher questions Kaija to elicit how this translation is received *laitoitko pelkästään please sanan vai tuota* (did you put just the word "please" or...). In such a way the teacher applies a diagnostic strategy, as van de Pol et al. (2011) define it, to evaluate what a scaffolding strategy is required in this situation, thus, the teacher behaves contingently. Next, the teacher apparently takes time to ponder upon how to explain this discrepancy in line 124 *se on, onpas tämä mielenkiintoinen asia. "*that is, what an interesting thing" and after a rather long pause adds in contemplate "please" with an emphasis and in slower pace than other talk.

Extract 13 episode 6 *Excuse me, where is the post office, please?*

117.	Kaija	nyt se *pliese* ole hyva
118.	T	em, ole hyvä on- >käänsikö se nyt se ole hyvä?<
119.	Kaija	jo, ole hyvä
120.	T	laitoitko pelkästään please sanan vai tuota ((going to have a look what Kaija's computer screen shows))
121.	Kaija	ja ja
122.	T	katotaanpas no ↑nii, hyvä
123.	Kaija	jo se (.) ole hyvä
124.	T	se on, onpas tämä mielenkiintoinen asia. (2.0) <plea:se> (.)
125.	Kaija	se on ikään kun pyytää
126.	T	ikään kun. ((turns to the whole class)) tämä on tämä on mainio tilanne, nimittäin tuotta (3)
127.		yleensä <u>please</u> on >nii kun tässäkin< ((pointing to the screen in front of the class) sellaisen henkilön (öö) repliikki jo:ka pyytää jotain ((pointing with her hands to herself)) ↓itsellensä, ja ja toisalta taas sitten >minäkin annan tuotta tehtäväpapereita< ((waving with her hand demonstrating how she delivers

		papers)) ja näin niin niin
128.	Kaija	minä [(pyytän)],
129.	T	[nii]
130.	Kaija	= pyytäk se jotain [x]
131.	T	[nii juuri näin] can I have, please, can I have
132.	Kaija	[mhmh] ((nodding in agreement))
133.	T	= ja minun vastineeni taas olisi niin kun eilenkin there you are ((gesturing with her right hand, imitating a movement of handing in)), you're welcome ((gesturing with her right hand, imitating a movement of handing in)). [yes, of course.] ((gesturing with her right hand, imitating a movement of handing in))
134.	Kaija	[mhmh] ((nodding in agreement))
135.	T	elikkä elikkä suhtaudutaa kriittisesti guuglen guuglen, se se auttaa meitä tällaisia asioita miettimään ((points to her head))

Kaija's response in line 125 shows that, first, she perceives herself as an equal participant in the interaction with the teacher and supports an assumption that classroom interaction resembles a usual conversation a great deal since it is implemented between equal participants. In this setting the teacher happens to be the one who is propped and hinted a possible answer to the posed question. In short, classroom talk is not asymmetrical and rights of speaking are distributed equally (cf. van Lier 1996: 181). At the same time Kaija thinks aloud *se on ikään kun pyytää* "it's like asking for something". Second, it reveals that the target item is in her ZPD since, first, she has initiated the interaction and has her own possible answer which she presents with no hesitation or fear to fall into error.

This interaction is an example of how both the teacher and students are involved in interaction and are active participants. Thus, there is proof for genuine mutual engagement and intersubjectivity in interaction. Moreover, there is a natural flow in interaction as in line 126 the teacher accepts Kaija's contribution and addresses the class in line 127 by explaining the meaning of the word "please" approaching with an example suggested by Kaija: *"yleensä please on ... sellaisen henkilön (öö) repliikki joka pyytää jotain itsellensä* "usually by "please" a person asks for something for himself". The teacher makes this statement clear by referring to the example at question and by accompanying it with gestures and pointing to herself. Then she provides an example of the Finnish equivalent for "please" - "ole hyvä" or "olkaa hyvä", the counterpart of which in English is "here you are" in its typical situation: *ja ja toisalta taas sitten, minäkin annan tuotta tehtäväpapereita, ja näin niin niin* "on the other hand,

I deliver task sheets like this". The example is again supported with gestures to increase the message abundance or redundancy (Gibbons 2003). It is also an example from a daily classroom life and therefore serves as a comprehensible explanation to the students. Through this kind of explaining the teacher contextualizes the concept (Cazden 2001) and, in addition, refers and connects to the students' previous experience (Hammond and Gibbons 2005), that is, applies a bridging strategy (Walqui 2006).

Hence, two meanings of the word "please" are presented in its usage in English and Finnish by the teacher: a request of something for oneself in English and a polite phrase in Finnish while submitting or handing in something, the counterpart of which in English is "here you are". After the teacher's explaining, Kaija contextualizes the received knowledge and applies it to herself in line 128 *minä pyydän* "I'm asking for". Furthermore, after the teacher's acceptance in line 129 *nii* "yea", Kaija recontextualizes the concept and applies it in the example sentence. She expresses her doubt in line 130 if in the sentence "Excuse me, where is the post office, please?" a request is expressed: *pyytäk se jotain* "is he asking for something?". The teacher's response as explaining in line 131 is an attempt to provide a simple and clear-cut example to illustrate the case: *can I have, please, can I have"*. Moreover, explaining in a form of an example is not only simple but also refers to a familiar for the students situation. After Kaija is nodding in agreement in line 132, the teacher embeds the concept in the situation of delivering task sheets in line 133 (*ja minun vastineeni taas olisi niin kun eilenkin* "and my reply would be" *there you are* (gesturing with her right hand, imitating a movement of handing in)*, you're welcome* (gesturing with her right hand, imitating a movement of handing in). *yes, of course.* (gesturing with her right hand, imitating a movement of handing in)). Through that the teacher illustrates a situation in which the concept could be used and in what words it might be expressed.

Kaija's turns in lines 128, 130 and 132 are evidence of her mental activity and reflect the stream of her thought and, moreover, they display how the concept is assimilated and moves higher within her ZPD. At first, she is able to apply the concept to herself and then attempts to decontextualize it and apply in the analysed sentence.

The next example represents a rather different manifestation of explaining as a scaffolding means. In the previous extract a concept was explained through to the students familiar examples, in the next extract a Finnish translation is applied as a

propping strategy to explain the meaning as well as to mark the differences between the word order in English and Finnish.

Extract 14 episode 17 *It's next to the school*

331.	T	se on juurikin näin ((uncovers the written answer)), kyllä. It's next to the school. Se on koulun vieressä. <u>Next to</u>. <u>Vieressä</u>.
332.	Kaija	on vieressä school ((sniggers)).
333.	T	jo jo kato, next to on vieressä, ja school on koulu. (2) it's next to the school.
334.		ja tässä huomaat sen, ja huomaa<u>mme</u> että englannin kielen lauseiden sananjärjestys on erilainen kuin suomen kielen.
335.	Thiri	Kyllä
336.	T	mmh, elikä tässä on juuri näin [täällä suomen kielessä itse asiassa]
337.	Thiri	[(discussing something with Fatima)] se on poliisiasema, minä kirjoitin
338.	T	nämä jää täällä <viimeisiksi> ((pointing to the phrases)) poliisiaseman vasta<u>päätä</u>, koulun <u>vieressä</u>. Tämä opaste on täällä meillä suomen kielellisessä lauseessa viimeisenä. Ja täällä ((pointing to examples)) sehän on melkein ensimmäisenä ((laugh)). Tällä lailla
339.	M	joo
340.	T	=tällä lailla se toimii. Elikkä ne vaihtavat ikää ku paikkaa, ja tämä voi olla yksi syy, jonka takia <u>joskus</u> tuo guugle sekoilee ((gesturing)). Kumpiko päin, voidaa aina sanoa että se guugle ((laugh))

In Extract 14 Muhammed provides a translation of the sentence "It's next to the school" into Finnish which the teacher accepts in line 331 and amplifies it for the class as well as uncovers the written translation in the transparency. Thus the traditional IRF pattern occurs in lines 327-331 (see Appendix 7). In addition, the teacher highlights the target guiding phrase the students should absorb and translates it into Finnish *next to. Vieressä.*

Kaija's reply in line 332 (*on vieressä school* "next to means school") shows how weak her English skills are as she misses the teacher's translation and judges about the meaning of the words by juxtaposing Finnish words to English words in the order as they appear in the Finnish sentence. Hence, as "vieressä" (next to) is the last word in the Finnish sentence, she assumes that its meaning is "school" (It's next to the <u>school</u> vs. Se on koulun <u>vieressä</u>). Despite her weak knowledge of English, Kaija is a very active student by her nature: she follows the lessons, participates as much as she can in the common knowledge construction and thinks aloud. Thus, Kaija's remarks serve as an input for the teacher on what contingent behaviour is appropriate in the situation and the teacher intervenes immediately and corrects her error by translating the English sentence word by word in line 333 *jo jo kato, next to on vieressä, ja school on kuolu*

"yea, look next to means vieressä, and school means koulu" and underlines the key words in the sentence *it's next to the school.*

The teacher's behaviour is contingent also in the way she makes a meta comment and draws a conclusion about the opposite word order in the two languages in line 334: *ja tässä huomaat sen, ja huomaamme, että englannin kielen lauseiden sananjärjestys on erillainen kuin suomen kielen.* "here you notice, and we notice that in English the word order in sentences is different from the Finnish sentence word order". The teacher uses "we" statement and describes the classroom experience. Through that the teacher makes the knowledge significant and shared by the class. As the teacher attempts to analyse the Finnish sentence in more detail in line 336 (*elikä tässä on juuri näin täällä suomen kielessä itse asiassa* "it's namely like that here in the Finnish language, as a matter of fact..."), Thiri and Fatima are discussing the previous sentence "It's opposite the police station" in line 337 (*se on poliisiasema, minä kirjoitin* "it's the police station I've written"). Therefore, the teacher includes the previous sentence of the exercise into her explaining in line 338: *nämä jää täällä viimeiseksi* "these are the last ones in the sentences" (points to the phrases in the transparency) *poliisiaseman vastapäätä, koulun vieressä* "opposite to the police station, next to the school". Furthermore, she explicates her explanation by making a metalinguistic comment for cognitive structuring (cf. Tharp and Gallimore 1988): *tämä opaste on täällä meillä suomen kielellisessä lauseessa viimeisenä* "this guide in the Finnish sentence is the last" *ja täällä* "and here" (pointing to examples) *sehän on melkein ensimmäisenä* "it's almost the first". As the students murmur in approval in line 339 *joo* "yea", the teacher elaborates the rule even in more detail in line 340: *elikä ne vaihtavat ikää ku paikkaa* "that is, they as if change their places". Finally, the explaining is concluded with an observation about specific functioning of the Google translator in the same line: *tämä voi olla yksi syy, jonka takia joskus tuo google sekoilee* "it may be the reason why that Google sometimes gets confused".

Hence, the teacher uses a scaffolding means of explaining to deepen and enhance the students' understanding and to make a meta comment, that is, to illustrate how the word order of the sentence proves the rule. In other words, the teacher's feedback move is extended to increase prospectiveness (cf. Hammond and Gibbons 2005).

In conclusion, although explaining as a scaffolding means may be implemented through various methods, the teacher has to, first, apply diagnostic questions to approach an issue or student output serves as a diagnosis and a trigger for explaining. Moreover, explaining is often concluded with teacher's general observations and, as a result, student understanding is deepened and extended as well as prospectiveness into the issue is increased.

7.2.2.3 Hints

In section 7.2.2 a few examples of hints have been already demonstrated and depicted to analyse scaffolding as process (see, for example, the analysis of Extract 1 lines 9-16 and Extract 2 lines 411-413). The analysis has showen that hints as a scaffolding means do not always help to produce the target item or the correct answer since it is rather demanding on students' cognitive abilities. In fact, there is only one example in the data where a hinting means elicits the correct student's answer. Usually after a student's response the teacher either employs other scaffolding strategies to elicit the correct answer or accepts the students' attempt as a satisfying one and appropriates it, that is, provides the target item which has been sought for. The next example proves that the target item should be rather high in the student's ZPD to elicit it through a hint (see Extract 15).

Extract 15 episode 24 *Take the lift. Take the stairs. Take a taxi/bus.*

490.	T	=millä sanalla mä voisin korvata kaikki nuo take sanat? (1) Meillä oli eilen: through the door,
491.	Muhammad	use
492.	T	hyvä, Muhammad. Juuri se. ((writes on the transparency ”use”)) use.

In extract 15 the teacher hints the target word, or gives a cued elicitation (Mercer 1998, Hammond and Gibbons 2005), which could replace the word "take" by referring to the previous classroom experience, that is, an example they have encountered in a yesterday's lesson in line 490 (*meillä oli eilen: through the door* "we had yesterday through the door"). This strategy could be labelled bridging (Walqui 2006), or contextualization (Cazden 2001). In this particular case the teacher reminds the students the sentence they have had to trigger the synonym.

Apparently the target item is rather high in Ali's ZPD and a hint is sufficient to elicit the target vocabulary "use" (compare pieces of interaction, for example, in lines 9-16, 409-412 in Appendix 7). Therefore, it could be argued that hints as a scaffolding strategy either serves as an interim step in eliciting the target item and facilitates the teacher in a diagnosis of a need of more supportive scaffolding strategies or is sufficient in interaction provided the target item is rather high in the students' ZPDs.

7.2.2.4 Questioning

As already discussed in the theoretical background section, teacher's questions are an initial step for classroom interaction to start and are an essential move in the triadic pattern of Initiation-Response-Feedback/Follow-up (IRF). However, in scaffolding questioning should facilitate teacher-student interaction in a common knowledge construction. Obviously, a question may serve as an implicit instruction or as a hint as analysed in section 7.2.1 (see, for example, episode 1 line 18, episode 22 lines 409 and 411 in Appendix 7). In these cases a question is only a form of a sentence structure for other intentions.

Extract 16 demonstrates how the teacher poses questions to elicit the knowledge from the students, to collect it and to make significant and shared by the class.

Extract 16 episode 24 *Take the lift. Take the stairs. Take a taxi/bus.*

480.	T	mikä se oli vasemmalla oleva hissi? Hissi on vasemmalla?
481.	Kaija	left lift
482.	T	((laughs)) £kyllä£,
483.	F	left lift
484.	T	=£left lift£ ((laughs)) £left lift£ ota vasemman puolen hissi on sitte tietysti
485.	Thiri	left
486.	Kaija	take left lift
487.	T	take left lift ((chuckles)) English is so easy, isn't it? Take left lift. Tässä on nuo ((uncovers the written answers in the transparency)) mene, tässä on ne käytetyt tällaisia suomennuoksia: mene hissillä, mene portaita, ota taksi, eeeh ne on tietysti ihan mahdollista näin.
488.		mutta, vielä eiliseltä päivältä,
489.	Kaija	mh
490.	T	=millä sanalla mä voisin korvata kaikki nuo take sanat? (1) Meillä oli eilen: through the door,

491.	Muhammad	use
492.	T	hyvä, Muhammad. Juuri se. ((writes on the transparency "use")) use.

The teacher refers to the previous knowledge, or uses a bridging strategy (Walqui 2006), to elicit an additional example with a similar structure the class had in a previous lesson by employing a questioning strategy in line 480 (*mikä oli vasemmalla oleva hissi? Hissi on vasemmalla?* "What was a lift of the left? The left lift?"). The question is posed in Finnish which serves as an implicit request to translate the phrase and produce the English counterpart. The correct answer is elicited in lines 481 and 483 (*left lift*) and the students' response is evaluated by the teacher in line 482 (*kyllä* "yes"). Hence, the interaction is a typical IRF sequence. Then, the teacher expands her question by adding the word "take" which was the key word in the three similar structures in lines 469-478 (see Appendix 7). She poses a question in line 484 (*ota vasemman puolen hissi on sitte tietysti* "take the left lift is then of course") after repeating the students' response which signals to the students that their contribution is accepted and encouraged by the teacher. The question clearly implies the teacher's assurance that the students are able to provide the structure the teacher is seeking for since she poses an open question with the proceeding phrase *on sitte tietysti* "is of course". On the other hand, the questioning strategy does not seek to check the students knowledge but rather to collect the knowledge already available to the students and make it explicit and shared by the whole class. In line 486 Kaija indeed provides the target phrase without a struggle. In line 487 the teacher repeats the phrase elicited from the student and in such a way gives a positive feedback. Then, the teacher makes an observation in line 487 that *English is so easy, isn't it?* Although some students may not share the teacher's enthusiasm, a positive and constructive classroom atmosphere where the teacher provides necessary props and creates positive attitudes to the subject, definitely supports the students in studying a foreign language. In line 490 questioning and a proceeding hint elicits the word from Muhammad "use" which can replace the word "take" in the examples.

As demonstrated, through the triadic IRF pattern the teacher collects the knowledge shared by the class and in such a way every student may participate in interaction in accordance with his or her abilities. This means differs from other scaffolding means since it serves as a guidance in a conversation and highlights the knowledge that already exists among the students. While collecting and organizing the existing knowledge, new

meanings and understanding are created. In this case, for example, the two words are presented as contextual synonyms and new contexts of their usage are demonstrated.

In conclusion, questioning in scaffolding is employed by the teacher for three purposes. First, it is applied as an implicit instruction, that is, a question that requires immediate actions. Second, a question is posed as a hint to refer to familiar contexts and prior experience and serves as a prop to elicit the target items from the students. Finally, questioning is used to collect the existing knowledge and mark it as significant and shared by all participants.

7.2.2.5 Summary of the findings and discussion

This section sought to address the third research question: What scaffolding strategies does the teacher use in teacher-fronted whole-class instructions to adult immigrant English language students, and what are student responses? In other words, particular scaffolding means were extracted from pieces of interaction with scaffolding and investigated on the subject of for what purposes they were used and to what student responses they led. In this section I will summarise and discuss the results of the study in the light of previous research as well as discuss the challenges encountered in the analysis of scaffolding strategies.

In the analysis of data the framework by van de Pol et al. (2010) was applied. The study was conducted by investigating what scaffolding means the teacher employed for what intentions as they capture the concept of scaffolding. Thus, the results have shown that the following scaffolding means were employed by the teacher in instructions to adult immigrant students: feeding back, hints, instructing, explaining, modelling, questioning. These scaffolding means were used for different purposes: to support students' metacognitive and cognitive activities as well as affect. Furthermore, I will discuss what challenges there were in defining scaffolding means and reveal the results in more detail.

First of all, there is a number of scaffolding means researchers distinguish in their studies of scaffolding in various classroom contexts. For example, Walqui (2006) states that there are six salient "types" of instructional scaffolding: modelling, bridging, contextualization, building schema, re-presenting text and developing metacognition. In

the qualitative interpretive study Gibbons (2003) outlines some of the "ways" to create contexts that enable students to use more scientific register: recasting, signalling to learners how to reformulate, indicating the need for reformulation, and recontextualizing personal knowledge. Hakamäki (2005) approaches scaffolding strategies the teacher employs through scaffolding features or categories defined by Wood et al. (1976) that could be defined as scaffolding intentions. In conclusion, there is a great range of classifications of scaffolding strategies. Yet, the framework outlined by van de Pol et al. (2010) was employed as a universal one since most studies were conducted in content-based teaching settings where formation of scientific concepts is the main goal in curriculum. In addition, the concept of scaffolding strategy seems to be obscure, too, as already discussed in section 4.2.2.2. Moreover, it could be stated that a number of terms is used to name the same concept.

In addition, although the outlined framework was applied in the analysis, the categories of scaffolding means were not self-evident. For example, very often hints or a scaffolding means of explaining could have been labelled bridging, that is, a technique when the teacher is referring to students' prior knowledge and experiences. In addition, modelling through a Finnish counterpart could have been interpreted as a hint. Moreover, contextualization or contextualising (Cazden, Gibbons 2002, 2003), repetition and echoing the key ideas (Sharpe 2006), increasing prospectiveness (Hammond and Gibbons 2005, Sharpe 2006) could have been distinguished as separate scaffolding means as well. Nevertheless, it was decided to apply the framework as it is and refer to other possible labels of the means as appropriate to the context of the interaction. Moreover, especially in the analysis of scaffolding strategies, it was a challenge to define which scaffolding means is prevailing in a particular interaction or teacher's instruction since, as the analysis has indicated, an entity of scaffolding strategies is often employed by the teacher. Thus, the analysis is of a suggestive nature and the results are restricted to the scaffolding strategies' analysis framework applied. In other words, it is possible that the same scaffolding instructions employed by the teacher could have been categorised in a number of ways.

Although the study did not have an intention to process the results qualitatively, based on the findings it could be suggested that there are more examples of some scaffolding means, such as explaining, modelling, hints and questioning, and less instances of

feeding back and instructing as scaffolding means. Many instances of feedback or follow-up were categorised as explaining to increase perspectives, to collect the knowledge the students had elicited or as a simple acceptance of the student contribution which does not lead the students into deeper understanding. In other words, the third turn of the ubiquitous classroom interaction pattern IRF – feedback or follow-up – was not automatically categorised as a scaffolding means of feeding back, but stringent criteria to detect scaffolding were borne in mind. As a result, there are only examples of feeding back as a scaffolding means encountered in the data where it serves as an indication that although a more precise item to name the object is expected and student affect is supported. (cf. Hakamäki 2005 with a broader concept of feedback in scaffolded assistance). In addition, there are only very few instances of instructing as a scaffolding means which is in line with Tharp and Gallimore (1988: 56) who claim that instructing to assist learners in moving through the ZPD is rare. In the examples encountered, instructing is used to assist learners to perform the strategic act, that is, to apply the on-line Google dictionary in seeking for answers. In such a way, one of the lesson goals is addressed and students' metacognitive activities are supported. In addition, other scaffolding means are usually used to assist students' cognitive activities as modelling, explaining, hints and questioning are mainly employed by the teacher to demonstrate or elicit the target item or its meaning(s) in numerous instances through explanation, justification and simplification of a task. In addition, questioning and hints are often applied to support student affect through recruitment and frustration control.

Moreover, based on the student response analysis, there are some rather strong indications that some scaffolding strategies applied by the teacher are more cognitively demanding on the students than others, such as: hints and modelling through a Finish counterpart, for example. As a result, it could be assumed that the higher a target item is in the students' ZPDs the more cognitively demanding scaffolding strategies can be applied to elicit it. On the other hand, the lower a target item is in students' ZPDs the more supportive, that is, less cognitively demanding, scaffolding strategies the teacher has to employ to elicit a target item or lead the students into knowledge construction. Furthermore, the student responses indicate that the students are active participants of interaction as they contribute, raise questions, provide answers, think aloud, even question teacher's opinions, and, therefore, participate in knowledge co-construction.

Furthermore, techniques that lead scaffolding strategies while instructing the class of adult immigrant students could be distinguished, such as: demonstration, translation into Finnish, employment of visuals, gestures and tone of voice, providing examples, making references to previous experiences and familiar contexts as well as making meta comments. Compared to the research on scaffolding instruction for young English language learners in content-based teaching (for example, Gibbons 2002, 2003, Walqui 2006), all these techniques are employed, too, except for the translation into Finnish as a language of instruction for obvious reasons. Obviously, the ways in which these techniques are applied differ due to the students' age and the subject content. In addition, concept formation and their appropriation according to the scientific register is a significant aim in content-based teaching whereas in the participant class English as a foreign language is taught.

In conclusion, bearing in mind that interaction between the teacher and the whole class in only one lesson of 45 minutes was analysed for the purposes of the present study, there is a great variety of scaffolding means for a number of scaffolding intentions employed by the teacher in instructions to the whole class.

8   DISCUSSION AND CONCLUSION

In this final chapter I will summarise the findings to the research questions in section 8.1, discuss some implications for teaching and teacher training in section 8.2 and, finally, in section 8.3 acknowledge the limitations of the study and in section 8.4 present some suggestions for further research.

8.1   Summary of the findings

The aim of the study was to scrutinise scaffolding in teacher-led interaction with the whole class in classroom settings with adult immigrant learners. It is acknowledged that teacher interaction with the whole class is the most common in classrooms (Mercer 1994, Hakamäki 2005) thus the study contributes to the body of research in the most typical classroom settings. Adult immigrant learners were chosen as a target group since this group of students is a growing one in Finland though the least studied one. Therefore, this case study sheds some light on interaction in an EFL classroom of adult

immigrants. The study adopted the sociocultural perspective to the teaching and learning process of English as a foreign language. According to this theory learning depends on mediation provided by others and emerges as a consequence of social interaction within the learner's ZPD which captures potential abilities of an individual learner. This study concentrated on mediation or assistance provided by the teacher referred to as scaffolding which reduces the cognitive load required to perform a particular task and results in learner's cognitive development. Hence, this case study illuminates the phenomenon of scaffolding and scaffolding strategies employed by the teacher in an EFL lesson for adult immigrant students.

The first research question sought to investigate how the teacher plans the teaching and learning process for scaffolding to occur in EFL lessons in a class of adult immigrants and how these plans are implemented in classroom interaction, in the teacher's opinion. The results of the analysis of the teacher interview show that scaffolding is planned by taking into account learners' needs and features as well as the goals of the course. As a result, that serves as a basis for a selection and sequencing of learning tasks. In addition, teacher and whole-class interaction is a prevailing one of participant structures with individual or pair work during an independent performance of a task both in the planned and interactional stage of scaffolding, according to the teacher. Moreover, task performance and assistance is planned so that the on-line Google translator dictionary is at hand if needed as well as visuals to reduce students' cognitive load are employed. Thus, students' metalinguistic and metacognitive awareness is achieved as the content and the goals of the course are presented and justified to the class. A connection between macro and micro scaffolding is evident as classroom interaction is built on macro scaffolding structure which is then consequently reflected in the designed-in scaffolding. In addition, although it was not sought to investigate, the implementation of the scaffolding principles is captured in the macro scaffolding. While preparing for the lessons continuity, handover and flow seem to be implemented whereas contextual support, intersubjectivity and contingency emerge while executing the plans. Yet, the foundations for these principles to occur are laid in the preparation for the lessons. Thus, the results prove that scaffolding is a two-stage process and designed-in activities are as important in scaffolding as their implementation in classroom interaction since the planned structure presents teaching and learning opportunities in class.

The second research question aimed at analysing how scaffolding is implemented in teacher-led whole-class interaction in a lesson of EFL for adult immigrant students. The analysis results of the randomly chosen lesson indicate that, first of all, scaffolding can be detected and is evident in teacher and whole-class interaction, and, therefore, confirm the findings of the case study by Hakamäki (2005). Thus, they refute the assumptions of, for example, Tharp and Gallimore (1988) that scaffolding is possible only in one-to-one interaction. Moreover, there is evidence that the scaffolding principles (van Lier 1996), namely, contingency, continuity, flow, handover, intersubjectivity and contextual support, can be applied also in adult teaching contexts and lends support to, for instance, the study by Barnard and Campbell (2005). Nevertheless, contingency and intersubjectivity seem to be central in setting a context for scaffolding to occur thought it should be proven by further research. In addition, the analysis has demonstrated that scaffolding is implemented through an entity of scaffolding strategies rather than a single scaffolding means employed for a particular intention. Therefore, the teacher usually applies scaffolding strategies not only to reduce students' cognitive load during a task performance but also to control students' frustration and direct their attention. It could be also assumed that due to the fact that the target group is a class of adult immigrants whose native language is other than Finnish, visuals, teacher's gestures and clear speech is of a particular importance while delivering a message both in Finnish and English. Furthermore, there is a strong ground to argue that scaffolding is a gradual contingent process where the teacher observes and diagnoses student needs and applies scaffolding strategies according to that. It could be also noted that scaffolding strategies are usually applied starting from less supportive ones and then, if needed, more supportive strategies are following. Therefore, the teacher's intention seems to keep the student challenge level appropriate so that maximum learning appears (cf. Mariani 1997). Hence, it could be concluded that the teacher's role in scaffolding is central not only during preparation but also while executing lessons. This observation goes in line with other research under sociocultural theory (for example, Donato 1994, Jarvis and Robinson 1997, Wells 1999, Gibbons 2002, 2003, Hakamäki 2005) where the teacher plays a focal role in guiding, clarifying, supporting and shaping learner contributions therefore learners have opportunities to reflect and learn from interaction. Yet, the learner's active role in scaffolding should not be belittled (cf. Ko et al. 2003) and should be fully addressed in future research.

The third research question set out to examine what scaffolding strategies the teacher uses in teacher-fronted whole-class instructions to adult immigrant English language students, and what student responses are. Although only one lesson of English as a foreign language in a class of adult immigrants was randomly chosen for interaction analysis, a great variety of examples of scaffolding means for a number of intentions was encountered in the data. Thus, it is justified to state that the teacher who participated in the study applies a great variety of scaffolding strategies. The encountered scaffolding means employed by the teacher are: feeding back, hints, instructing, explaining, modelling, questioning. In addition, instances of bridging, repetition, echoing ideas and increasing prospectiveness are evident in the data. These scaffolding means are used for different purposes: to support metacognitive and cognitive activities as well as student affect. It could be also noticed that explaining, modelling, hints and questioning are employed more often than feeding back and instructing as scaffolding means. In addition, the majority of means are used for cognitive support and student affect, though this issue requires further study. However, there is strong indication that some scaffolding means are more supportive than others. For example, hints are not as supportive as instructing. Moreover, even the same scaffolding means may be used for different intentions with a different level of support. For instance, modelling for imitation is less cognitively demanding than modelling through a Finnish counterpart to elicit the target item in English. In such a case not only the target language item is still to be produced, but also the Finnish substitute should be familiar to the students as Finnish is not their native language. Thus, it could be suggested that the higher the target item is in the students' ZPDs the more cognitively demanding scaffolding strategies can be applied as learners are less other-regulated. In contrast, the lower the target item is in the students' ZPDs, the more supportive scaffolding strategies should be applied to elicit them since students are other-regulated.

8.2   Implications for teaching and teacher training

There are some implications for teaching and teacher training that may be drawn from the present study. As the study has given a picture of micro and macro scaffolding in an EFL classroom of adult immigrant students, the implications concern the planning and execution of the teaching and learning process in this classroom setting.

In EFL contexts, students' language proficiency in the target language is usually tested formally or informally at the beginning of the course to investigate the needs of the target group. The teacher's talk in the target language is then adjusted accordingly. Yet, in an EFL classroom of immigrant learners, the teacher's talk should be adjusted not only in the target language but also in the classroom language, which in this study was Finnish. As students' language proficiency might be limited in both languages, teachers should employ tasks and exercises which create "message abundancy" (Gibbons 2003) and provide many channels to stimulate learners' cognitive abilities. Teachers should therefore gear their attention not only towards a selection and sequencing of tasks in such a way that a previous task facilitates the performance of a forthcoming task, but also that they provide sufficient exposure to target items and force students to work in the outer limits of their ZPDs.

In scaffolded instruction the key concepts are co-operation, dialogic talk and active learners' participation. Teachers' attention therefore should be geared more on raising students' awareness of the purpose of the tasks the class is engaged in and ways to accomplish them. It could be argued that an explicit announcement of the goals to the learners and a highlighted practical value of the task would promote students' metacognitive awareness if addressed on regular basis. In addition, in teacher training more attention should be paid to teachers' awareness of the importance of the negotiated learning and teaching process which consequently provides students with tools to take a position of active learners. As this study has demonstrated, teacher's verbal strategies lead to scaffolded learning only in the negotiated classroom talk. Teachers thus should be trained to adjust their instructions in accordance with learners' needs and for that diagnostic strategies should be applied in interaction with the whole class. In such a way, teachers are able to detect the level of the students' ZPDs on a particular item and provide the support required. Furthermore, in dialogic interaction students are able to learn not only from the teacher but also from each other. It proves that scaffolding is a phenomenon the implementation of which is determined by a number of factors and teachers should be aware of them.

The present study has also demonstrated that the teacher is usually in a more prominent interactional role thus the teachers' ability to activate students and behave contingently are in the core of micro scaffolding. Teachers should encourage students to participate

by controlling their frustration and providing contextual support, in other words, creating a friendly and supportive learning environment where mistakes are accepted as a part of a successful learning process. The findings prove that, as a result of contingent interaction, the teacher has used scaffolding strategies in accordance with the level of support required based on the students' ZPDs. Thus, a wide range of scaffolding strategies has been applied by the teacher albeit only one lesson has been under the microanalysis. Teachers hence should be aware of various scaffolding strategies available in accordance with the students' needs. As one of them could be teachers' conscious attempt to expand the last turn of the three-part sequence by asking students additional questions, requesting for explanation or justification to their answers.

The findings of the study have also addressed the importance of the teacher's personality, presence and attitudes towards her students in scaffolding. Teachers should therefore be sensitive while interacting with adult immigrant students with different backgrounds. Not only topics for discussion should be chosen carefully to address neutral though appealing issues, but also teachers' open-mindedness towards different people is of an advantage in interaction with immigrant students. In addition, teachers could seek for training in multicultural education.

8.3 Limitations

The present study aimed to scrutinise the three research questions which concern scaffolding applied by an EFL teacher in a class of adult immigrant learners. As a result, it contributes to the research body into scaffolding and brings new perspectives as scaffolding is examined in a setting of adult immigrant learners. Nevertheless, there are limitations in the present study which will be addressed in this section.

First, the present study is a case study and only one teacher and one EFL class of adult immigrant students participated in the research. In addition, only one lesson was randomly chosen for the interaction analysis. As a result, the findings are impossible to generalise and are of a suggestive nature though outline possible hypothesis worth further research. Furthermore, as a qualitative approach was applied in the study, subjectivity is intimately involved in the research not only while analysing and interpreting the data, but also in choosing the topic in focus and selecting methodologies for the data collection and analysis (Kvale 1996, Walsh 2006). Yet, as the aim of the

study was to analyse the scaffolding phenomenon and the features that construct it in depth, this approach was decided to be the most suitable one. Nevertheless, the shortcomings of qualitative analysis were acknowledged, and, therefore, the analysis was supported by ample examples and extracts to help readers assess the analysis procedures and observations made by the researcher. Moreover, reliability and validity was enhanced by a comprehensive report of the participants while preserving their anonymity as well as by clearly outlined and constantly applied analysis criteria to detect scaffolding. Thus, the research object and methods go hand in hand.

In addition, scaffolding and scaffolding strategies were studied based on the theoretical framework outlined in the present thesis. Thus, it determined the recognition of scaffolding and the classification of scaffolding means as well as intentions. Nevertheless, the choice of the scaffolding analysis framework developed by van de Pol et al. (2010) is justified as it captures the most applied scaffolding analysis in the field and in such a way the present study goes in line with the most studies and lends itself to comparison. In addition, the scaffolding model developed by Hammond and Gibbons (2005) was applied as it depicts scaffolding both in the designed and interactional level and thus serves the purpose of the present study. Yet, to avoid the limitations of the model, observations of other researchers (Donato 1994, Hammond 2001, Mercer 1994, van Lier 1996, Wells 1998) were integrated into the analysis. There was also a clear focus on a task performance in hand and recruitment and direction maintenance strategies at the beginning of a task or during a shift to another task (as analysed in, for example, Hakamäki 2005) were left in the analysis periphery and mentioned only randomly. This approach is justified in the light of the scaffolding criteria applied in this study which were developed following Maybin et al. (1992) and modified to capture the essence of the scaffolding phenomenon.

Another limitation of the present study is due to its focus on the teacher's perspective. First, it is the teacher who acts as a planner while designing the teaching and learning process and the learners are the target of this process. Consequently, only the teacher was interviewed and her perceptions scrutinised and presented in the analysis. Secondly, in the interaction analysis the scaffolding strategies applied by the teacher were investigated. The learners' active role in scaffolding was though acknowledged while outlining the scaffolding criteria (Ko et al. 2003 and Maybin et al. 1992). Provided

evidence of the learners' active participation in interaction was missing, the episode was dismissed as non-scaffolded interaction. In addition, the learners' intentions were represented while transcribing and analysing the audio- and video-tape based on the lesson observation and field notes taken by the researcher.

Finally, there is a limitation concerning the video-records. As there was only one video camera squeezed into the classroom, only the teacher's facial expressions and gestures were recorded. Thus, in the transcription the field notes provided additional information about interaction if captured. In addition, the audio-records were clear enough for the data to be transcribed and therefore the analysis concentrated more on verbal interaction.

8.4   Suggestions for further research

Although scaffolding has been studied rather extensively during the recent decades, most of them focus on scaffolding school pupils. Therefore, more research should be done into scaffolding adult learners. The present study focused on adult immigrant EFL students as in Finland this group of learners is examined the least though increases in number every year. Hence, this study raised many important questions although further research is needed due to the limited scope of this study.

The scope of research could be extended by, for example, investigating and comparing teaching and scaffolding processes in two classes of adult immigrant learners organised by different teachers. It is possible that more information about the teacher's and students' role in scaffolding would be obtained. In addition, it could be scrutinised if more scaffolding strategies employed by a teacher can be found. Moreover, scaffolding in classes of EFL for adult immigrant students and adult Finnish students with the same teacher could be scrutinised and compared. Besides, more lessons with the study participants could be analysed for stronger evidence of the results of the present study. In addition, an analysis of a few lessons with the same participants could allow a longitudinal perspective to the study and capture in more detail the evolution of handover of knowledge from the teacher and takeover by the learners as a result of scaffolded intervention.

In addition, further research could be done concerning a particular scaffolding principle, for instance, contingency (as analysed in van de Pol et al. 2011) since it seems to be perceived as the central feature in scaffolded classroom interaction. Moreover, a connection between planned and contingent scaffolding could be scrutinised in different settings as it was attempted in the present study. Furthermore, only one scaffolding means could be in the focus of a study and a variety of its implementation for a number of intentions could be investigated. For example, Brophy (1999) describes how a teacher applies modelling to scaffold several types of student activities. The results of the present study implicate that modelling is used for a number of intentions and captures a range of support level provided by the teacher to the students, thus, it might be a fruitful avenue for further research.

The present study sought enlightenment on the issue of scaffolding not only through the analysis of classroom interaction in a lesson, but also the teacher was interviewed to complement the insights of the study (as suggested by, for example, Hakamäki 2005). This data collection method is used (for example, in Hammond and Gibbons 2005, van de Pol et al. 2011) in addition to the classroom interaction analysis though rather uncommonly. In addition to a teacher interview method, the analysis of planned scaffolding could be complemented with teacher's plans and notes. The study has left open questions concerning the student perspective in scaffolding. In addition to the teacher's behaviour and perceptions, the students' role in scaffolding could be analysed in more detail.

Scaffolding in classroom interaction is a complex phenomenon, yet, from the socio-cultural perspective its presence proves to lie in the effective teaching and learning process. The present study revealed scaffolding in the micro and macro level in one EFL lesson for adult immigrant learners with different backgrounds. By analysing teacher and whole-class interaction in such a setting, the study has contributed to the body of research into scaffolding and shed some light into new contexts within an EFL classroom and opened new perspectives for further research.

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APPENDIX 1

The consent to the study

SUOSTUMUS TUTKIMUKSEN OSALLISTUJAKSI

Tutkimuksen suorituspaikka:

Tutkimuksen tekijä: **Viktorija Razgulina-Lytsy**

Tutkimuksen ohjaaja: **Katja Mäntylä**

Tutkimusta tekevä yliopisto ja laitos: **Jyväskylän yliopiston Kielten laitos**

Tutkimusta varten kerätty aineisto käsitellään niin, että osallistujan henkilöllisyys ei paljastu. Aineistoa säilytään tutkimusta tekevässä yliopistossa ja se voidaan sijoittaa tutkimuksen päätyttyä arkistoon. Osallistujalle kerrotaan, milloin ja missä tilanteessa tutkimustietoa kerätään. Tutkimuksen osallistuja voi halutessaan myös perua osallistumisensa.

1. Suostun siihen, että haastatteluni
   □ ääninauhoitetaan

2. Suostun siihen, että vuorovaikutustani
   □ kuvanauhoitetaan
   □ ääninauhoitetaan
   □ seurataan nauhoittamatta

3. Näin kerättyä minua koskevaa aineistoa saa käyttää
   □ tieteellisissä tutkimuksissa ja julkaisuissa
   □ tieteellisissä esitelmissä
   □ opetus- ja koulutustilanteissa

Paikka:

Aika:

Allekirjoitus

Nimen selvennys: Etunimet:

                                Sukunimi/sukunimet:

Lomakkeen täyttöohje: Ole hyvä ja täytä **kaikki** Sinulle sopivat vaihtoehdot.

(Adapted from Martin and Alanen 2011: 30).

APPENDIX 2

The questionnaire for students

OPISKELIJAKYSELY   8.2.2012

1. Oletko ☐ mies / ☐ nainen ?

2. Minkä ikäinen olet? _____ vuotta

3. Mikä on äidinkielisi? _____

4. Mitä muita kieliä osaa ja kuinka hyvin osaat niitä? (erittäin hyvin, hyvin, tyydyttävästi, heikosti)

Kieli	Suullinen	Kirjallinen	Kielitaidostani on todistus kyllä/ei

5. Mikä koulutus sinulla on?

☐ peruskoulu   ☐ ylioppilas   ☐ ammattiopisto
☐ ammattikorkeakoulututkinto   ☐ alempi korkeakoulu   ☐ ylempi korkeakoulu

Mistä maasta sait koulutuksesi? _____

6. Milloin muutit Suomeen? _____

7. Mitä olet tehnyt Suomessa asuessasi? (opiskelit: mitä, kuinka pitkään? olit töissä: missä, kuinka pitkään? muuta)
_____
_____

8. Kuinka pitkään olet opiskellut englantia ennen tätä kurssia?
_____

9. Missä olet opiskellut englantia?
_____
_____

10. Miksi opiskelet englantia tällä kurssilla?
_____
_____

APPENDIX 3

Transcription conventions of classroom talk

T	teacher
M	unidentified male learner
F	unidentified female learner
Ls	learners
.	downward/stopping intonation at the end of a prosodic entity
,	continuing intonation at the end of a prosodic entity
?	rising intonation at the end of a prosodic entity
↑	rising intonation, marked prior to the syllable or word where occurs
↓	falling intonation, marked prior to the syllable or word where occurs
<u>what</u>	word emphasis
>what<	speech pace that is quicker than the surrounding talk
<what>	speech pace that is slower than the surrounding talk
°what°	speech that is quieter than the surrounding talk
WHAT	speech that is lowder than the surrounding talk
wha:t	a sound or a syllable is extended
(1.)	silences timed in seconds (approximately)
((laughs))	transcriber's comments about the character of talk or addressed recipients
(xxx)	unrecognizable/unintelligent item – sentence length
(xx)	unrecognizable item – phrase length
(x)	unrecognizable item – possibly one word
(what)	dubious hearings
.yeah	a period in front of a word: the word is said with an in breath
ye-	a cut-off word
[	left-hand bracket indicates the beginning of overlapping utterances
]	right-hand bracket indicates where overlapping speech ends
=	continuous utterances or units of talk
£what£	smiley voice
wh(h)a(h)t	laughingly uttered word or phrase
what	English word pronunciation not target-like

Adopted from van Lier 1988 and Jefferson 2004.

APPENDIX 4

Seating arrangements in the class

DAY 1

Whiteboard

	T	

Shamina	Ali

type-recorder	Maung

Muhammad	type-recorder Zubeir

	Anna

Fatima	Thiri

	Researcher

Video camera

	type-recorder Ahmed

type-recorder Kaija	Thurein

DAY 2

Whiteboard

T type-recorder

Fatima	Thiri	Kaija

type-recorder Ali	Shamina

Thurein	type-recorder Maung	

	Anna

	Muhammad	

Reseracher	type-recorder Zubeir

Video camera
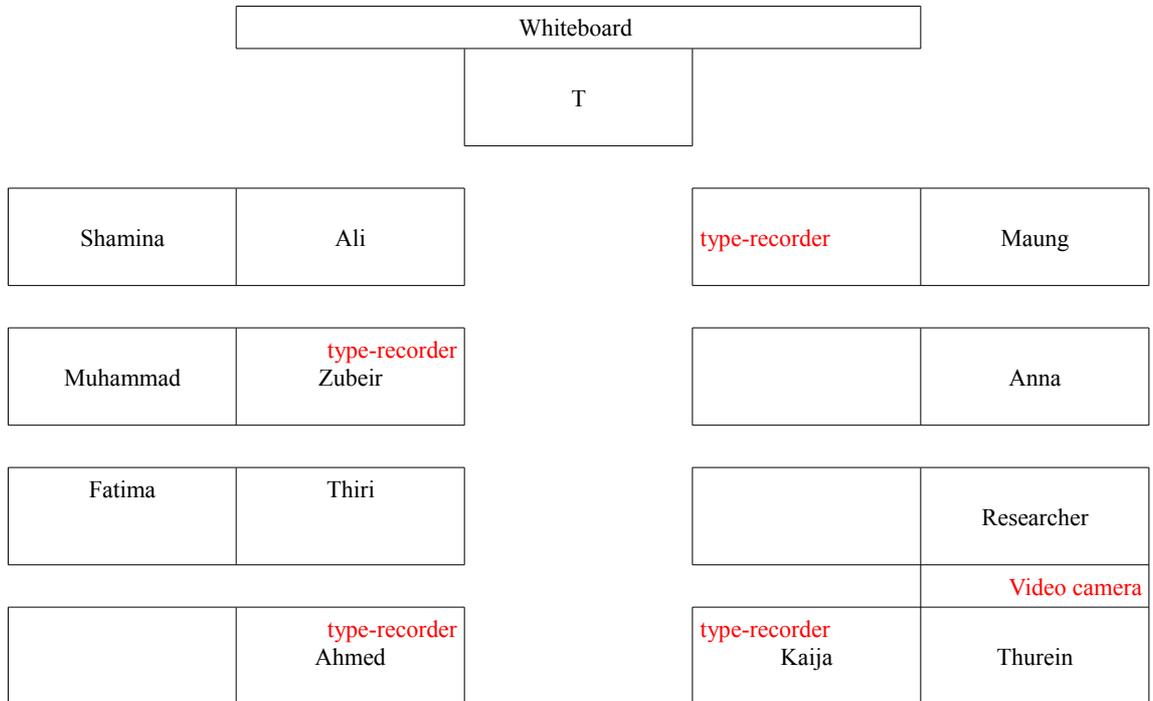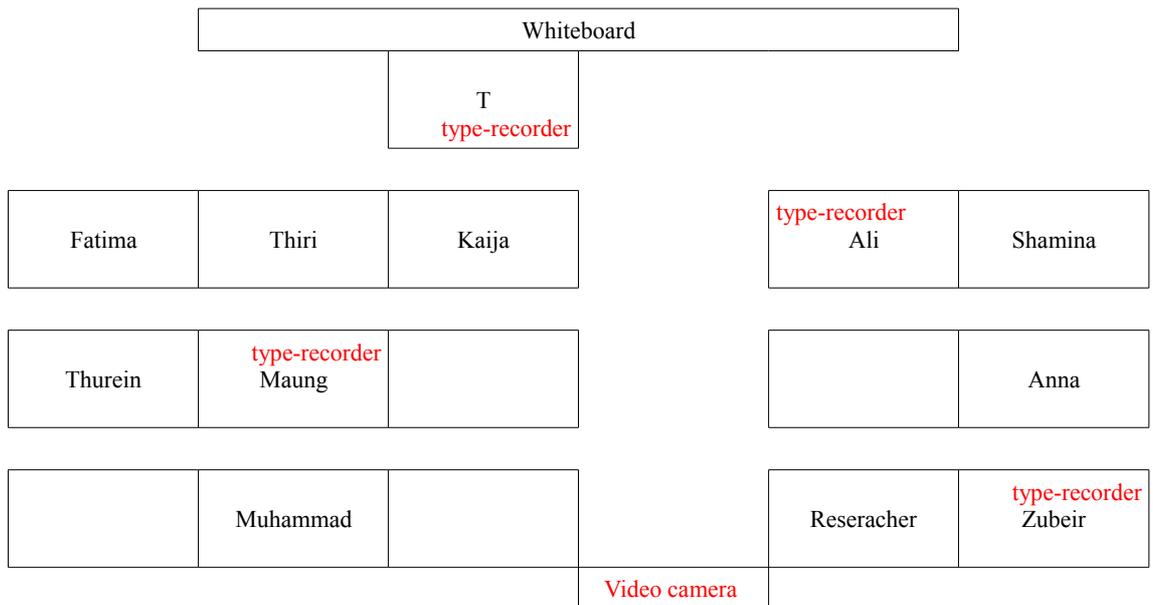
APPENDIX 5

The schedule of the semi-structured interview

I. Background information about the teacher and her perception about immigrant students

1. How many years of teaching experience do you have?

2. How many years have you been teaching ESL to adult students with immigrant background?

3. Can you see any differences between Finnish and immigrant students of English? What kind? How does your teaching differ in such a context?

4. How would you describe your as a teacher's role in the class?

II. Background information about the course and its organization

5. What are the goals of the course? Will these goals be achieved at the end of the course, in your opinion?

6. How many lessons are there in the course? How are the lessons organized (whole day teaching?) What kind of material do you use?

7. Did you arrange a test before the course to find out the students' level of English and their needs? What were the results? How did you take these results into account at the course design and planning stage?

III. Information about the observed lessons (their organization and implementation)

One of the issues my study concerns is "What strategies do you use to help your students learn the material at the course planning stage?"

8. What were the goals of the yesterday's and today's lessons?

9. Were the goals of the lessons achieved? What was succeeded and what wasn't, in your opinion?

10. How do today's lessons relate to the previous and forthcoming lessons?

11. How did you plan the today's and yesterday's lessons to construct the knowledge and / or practice the skills you have aimed to?

12. What kind of tasks did you prepare? Why these kind of tasks?

13. Did you plan/think how you would check that students follow the lesson? How did you do that?

14. Did you plan/think how you would check that students have learnt the today's material? How did you do that?

IV. Information about the observed lessons: teacher's instructions to students

I am interested in how and what instructions you give to the whole class and how you construct shared knowledge with your students.

15. Do you take into account individual needs of separate students in instructions to the whole class or do you work separately at the individual level after the interaction with the whole class? How?

16. When you were presenting a new topic, how did you take into account the fact that your students are adults with immigrant background?

17. What goal(s) did you have when you interacted with the whole class?

18. Can you tell me in more detail how you explained a new topic to the students today? Do you think the students understood what you were explaining? Why do you think so?

19. What kind of questions did you ask and why? Did you have the questions you asked ready in advance?

20. What do you do when your students do not understand what you are explaining? How do you do that?

21. Were there any unexpected parts of the lesson? What? How did they go? What happened? What did you do? Why did you do that?

Additional questions, if the teacher does not mention the points herself:

22. When you ask a question and get an answer what do you do with these answers, how do you respond?

23. Do you repeat word by word the students' responses? How? Why?

24. Do you summarize students' answers? How? Why?

25. Do you put students' answers in other words? How? Why?

26. Do you hint/prompt students the expected answers? How? Why?

27. Do you ask students to clarify what they mean? How? Why?

APPENDIX 6

Interview transcription conventions

T	teacher
R	researcher
.	pause with a downward/stopping intonation
,	pause with a continuing intonation
?	rising intonation, a question
((laughs))	transcriber's comments about the character of talk

Adapted from van Lier 1988 and Alanen 2006: 222 in Dufva 2011.

APPENDIX 7

The transcription of the lesson interaction

Part 1

Episode 1 a transparency

1.	T	emmm (.) by the way,
2.	M	[sneezing]
3.	T	= by the way. what is this? ((showing a transparency to the class))
4.	Kaija	kalvo.
5.	Ali	(kalvo)
6.	T	I mean, in English?
7.	Ali	a↑haa (laughing) en(n) tie(ie)dä
8.	Kaija	(en mää muista)
9.	T	remember? yesterday we had this one in English, ((touching an OHP))
10.		and this one in English ((waving with a transparency)) £do ↑you remember£? ((looking at Ali))
11.		(3) ↑piirtoheitinkal↓vo
12.	Kaija	se on tässä joss(ain) ((refers to her notes))
13.	T	se on varmaan <u>se</u>.
14.		hm muistatko Thurein? (2) me eilen katsoim- (1) <u>piirtoheitin↓kalvo.</u> mä tuijotin teitä [näin kauan läpi ((stears through the transparency))]
15.	Ali	[joo]
16.	T	=sanoin se on jotain läpinäkyvää, ja-,
17.		(1)↑piirtoheitin<u>kalvo↓</u>
18.		mitähän guuglekääntäjä sano?
19.	Ali	(xxx)
20.	Kaija	se on filmä,
21.	Ali	film jo jo ((sniggering))
22.	Kaija	<u>kalvo,</u>
23.	Ali	film jo
24.	Kaija	=kalvo on film
25.	T	<u>kyllä</u> elikkä se reagoi siihen siihen hieman yleisemmän yleisemmän
26.		↑kirjoititko pelkästään <u>kalvo</u>?
27.	Kaija	(kalvo)
28.	T	kirjoittapa siihen (.) <u>piirtoheitinkalvo</u> muuttuuko?
29.		testataanpas guugle tässä tässä odotellessa
30.	(pause)	
31.	T	this one ((showing a transparency)) kalvo, <u>film</u>, ↑toki

32.	Kaija	transparency
33.	T	YEE elikkä kun sinne kirjoitti <u>piirtoheitinkalvo</u>, niin sieltä tuli, <u>transparency</u>. ((waving with a transparency)) mhh

Episode 2 an overhead projector

34.	T	and ((swallowing her spit)) this one was, ((coming up to an OHP and touching it)) (1) in English,
35.	Zubeir	overhead-
36.	T	tämä piirto(heitin) oli englanniksi ((pointing with her hand where Zubeir is))
37.	Zubeir	overhead projector
38.	T	<u>overhead projector</u>, YES.
39.	Kaija	mikä on se piirterin (kirjain)?
40.	T	<u>overhead projector</u>, ↑piirtoheitin,
41.		°what was the third word?°
42.	Kaija	overhead projector
43.	T	oliko? >mitä<? löytyikö sieltä? Jo kyllä.
44.	Kaija	kyllä

Episode 3 a flip chart

45.	T	Mitäs meillä kolmantena? [oli]
46.	Kaija	[oli] se paperi juttu se
47.	T	over there, which is hidden behind behind the screen ((goes to the front corner of the class where a flip chart is))
48.	Kaija	se on vähän semmoista
49.	T	[this one]
50.	Kaija	[flipflap] flic fli flic fla-
51.	T	£JUURI NÄIN£ ((laughing)) jotain semmoista flip flop juttua ((demonstrating with her fingers the movement)). siis tämä on vähän laine flipatusta, suomeksikin tässä on jotain flip flap <<u>fläppitautu</u>>
52.	Ali	jo, fläppitaulu, jo
53.	T	fläppitaulu, ja sehän oli englanniksi,
54.	Ali	flip chart
55.	T	flip chart ((goes back to her place in front of the class))
56.	Kaija	flip chart
57.	T	flip chart,
58.	Ls	flip chart
59.	T	flip chart, <u>kyllä</u>

Episode 4 a transparency, an overhead projector, a flip chart

60.		((Thiri is coming in)) nämä kolme sanaa meillä eilen, eilen oli
61.		welcome welcome ((to Thiri))
62.	((Thiri going to her place))	
63.		ja näillä, huomaatte taas, siis tarvitte tänäkin päivänä. siksi mä ne

64.		((bows as somebody is coming in)) welcome welcome, welcome welcome ((laughing)) ((takes her papers into her hands))
65.	Kaija	(mene vaan sisälle)
66.	T	mutta, pidetään ne mielessä (1) <u>overhead projector</u> ((pointing to a projector)),(.)
67.		transparency ((showing a transparency to the class)), (1)
68.		flip chart ((pointing to a flip chart))(1)

Part 2

Episode 5

69.	T	and ↑now, asking and giving directions. (2) ((puts a transparency on OHP))
70.		tästä täytyy ensimmäisenä mainita, <u>että</u> ee kaksi tilannetta, kävin Zubeirin luona ((points where Zubeir is sitting)), ja Zubeir oli kirjoittanu <u>juuri</u> tällä tavalla niin kun tässä otsikossa on laitettu ((points to the heading in the transparency)), <u>ison</u> aa kirjaimen kanssa, <u>aivan</u> täsmälleen samalla tavalla guugle kääntäjälle tuon englanniksi. Mutta guuglen kääntäjä antoi siihen <huonon suomennoksen> siellä oli muistaakseni näin että <kysely ja ja suunnat antajia>. Joka on on aikalailla epäselvä. Se se ei ole Zubeir ((points with her hand to the corner where Zubeir is sitting)) sinun vika se millään tavalla vaan se on ikään kun sen guugle kääntäjän (1) eee asia. ↑sitten, tulin tänne, kävin Kaijan ((points at Kaija)) luona katsomassa, ja ja, kun tämän ison aa kirjaimen ((points to the letter in the transparency)) (muut-) laittoi pienellä aa kirjaimella, (1) sillä pienellä muutoksella, niin suomennos oli ihan ihan jotai järkevä se oli jotain [pyytää]
71.	Kaija	[pyytää] ja antaa ohjeita
72.	T	pyytää ja antaa ohjeita. Eli aivan järkevä asiallinen suomennos. Tämä on käsittämätöntä mutta totta. Tämä guuglen kanssa että, toisena se vaatii väliviivaa,
73.	Kaija	mhh
74.	T	niin kun eilen
75.		[((Fatima is going to her place))]
76.	T	[kun sinne ei kirjoitettu väliviivaa, vaikka sana kirjoitusmuodossa oli väliviiva, ja jos kirjoitetti väliviivalla, se antoi aivan omituisen suomennuksen, jos kirjoitettii ilman väliviivaa, suomennos oli oikein. <u>mutta</u> (1) me me (x) kanssa työskennellessä joudumme tähän tähän asiaan puuttumaan, itse asiassa se on oikeastaan ihan ihan hyvä.]
77.		are you ready to rock and roll? (1) oletteko valmiita? Jos lähdetään katsomaan näitä
78.	((Shamina is coming in to take her seat, somebody is walking, students chatting among themselves)) (4)	
79.	T	emm (4) ((Shamina is coming in and taking her seat))
80.	T	ee right ((points with her right hand to the right)), please let me know, right or left? ((points with her right hand to the right and then with her left hand to the left)) (2) right or left? ((points with her right hand to the right and then with her left hand to the left))
81.	Ali	[right]
82.	Thiri	[right] directing her right hand to the right
83.	Fatima	[right]

84.	T	think about my right, my right ((pointing with her hand to herself))
85.	Ali	aa left ((pointing to the left with his left hand))
86.	Thiri	my left
87.	T	((bursts to LAUGH)) you knew what I was thinking about ((louder than normal speech))
88.		>£sinä arvasit mitä minä tarkoitin£ elikkä<
89.		aloitan tältä reunasta ((pointing to the right side on the class)) £kysymykset£ ()
90.		£ai ai Peter arvasit heti mistä mistä on <kysymys£>
91.		ja tenka minä lähden etenemään vanhanaikaisesti, siinä mielessä että, ((pointing to every student at a time, demonstrating how the questioning is going to procede)) aion kysyä teiltä jokaiselta teidän teidän ehdotuksenne suomennokseksi >ja ja ja< <aion myös mahdollisesti pyytää teitä itseänne sanomaan tuon englannin kielellisen opasteen ääneen.>
92.		mutta olen olen ilman muuta mukana mukana koko ajan ajan juonessa. ((uncovers the first sentence in the transparency))

Episode 6 Excuse me, where is the post office, please?

93.	T	↑Thurein, lähetäänpä liikkeelle.
94.		Kuinka sanoisit tuon ((points to the first sentence)) ensin englanniksi? Mikä tuolla ((pointing to the screen)) näkyvillä on ja sinulla se on paperilla myös? Miltä tuo kuulostaisi englanniksi (sanottu)?
95.	Thurein	(2.) aa enteeksi, missä on
96.	T	kerrotko ensin miten miten sanoisit tämän ihan ihan englannin englannin kielellä? ((pointing and underlining the sentence with her hand))
97.	Thurein	aa excuse me
98.	T	mm
99.	Thurein	aa where is where is the post office, please
100.	T	se on juuri näin. Excuse me, where is the post office please? Ja sinulla oli hyvä suomennos siihen, niin kerrotko vielä sen.
101.	Thurein	anteeksi, missä on posti(1) kiitos
102.	T	↓näin.
103.		Ja tuolle oli guugle reagoinu:t jopa tähän please sanan
104.	Maung	posti(toimisto)
105.	Kaija	mille tuli please ja tuli tämän sanan °tk tk tk° sana
106.	Ls (discussing among themselves)	
107.	Kaija	em (checking her notes)
108.	T	kerro ((Muhammad is coming into the class and going to his seat at the back of the class))
109.	Kaija	ee (2) anteeksi missä posti, ota ((laughing))
110.	T	eli se otti hieman eri
111.	Kaija	jo
112.	T	=eri tavalla se tuossa oli Thureinille oli guugle antanut sen ihan suoraan sanalla kiitos.
113.		mutta mutta se on mainio homma, mainio homma että suomenkin kieli jolla tavalla sille joskus joskus reagoi.

114.		ee anteeksi, missä on posti toimisto? ((adding a comma and "kiitos" in the transparency)) se voisi olla tuolla vielä, vielä lopussa (.) maininta(ma) suomen kieli hyvin harvoin suomentaa tätä please sanaa mitenkään.
115.		mutta mutta tässä tapauksessa (.) anteeksi, missä on posti toimisto, kiitos. ja excuse me where is the post office, please.
116.		no ↑Fatima,
117.	Kaija	nyt se *pliese* ole hyva
118.	T	em, ole hyvä on- >käänsikö se nyt se ole hyvä?<
119.	Kaija	jo, ole hyvä
120.	T	laitoitko pelkästään please sanan vai tuota ((going to have a look what Kaija's computer screen shows))
121.	Kaija	ja ja
122.	T	katotaanpas no ↑nii, hyvä
123.	Kaija	jo se (.) ole hyvä
124.	T	se on, onpas tämä mielenkiintoinen asia. (2.0) <plea:se> (.)
125.	Kaija	se on ikään kun pyytää
126.	T	ikään kun. ((turns to the whole class)) tämä on tämä on mainio tilanne, nimittäin tuotta (3)
127.		yleensä please on >nii kun tässäkin< ((pointing to the screen in front of the class) sellaisen henkilön (öö) repliikki jo:ka pyytää jotain ((pointing with her hands to herself)) ↓itsellensä, ja ja toisalta taas sitten >minäkin annan tuotta tehtäväpapereita< ((waving with her hand demonstrating how she delivers papers)) ja näin niin niin
128.	Kaija	minä [(pyytän)],
129.	T	[nii]
130.	Kaija	= pyytäk se jotain [x]
131.	T	[nii juuri näin] can I have, please, can I have
132.	Kaija	[mhmh] ((nodding in agreement))
133.	T	= ja minun vastineeni taas olisi niin kun eilenkin there you are ((gesturing with her right hand, imitating a movement of handing in)), you're welcome ((gesturing with her right hand, imitating a movement of handing in)). [yes, of course.] ((gesturing with her right hand, imitating a movement of handing in))
134.	Kaija	[mhmh] ((nodding in agreement))
135.	T	elikkä elikkä suhtaudutaa kriittisesti guuglen guuglen, se se auttaa meitä tällaisia asioita miettimään ((points to her head))
136.	Kaija	se Aki, Aki ja Tero (kuka sanoivat) sanoivat tietokone on tyhmä
137.	T	£itse asiassa£ ne on sanoneet sitä aikalailla oikein ja ja rehellisesti, vaikka se termi viittaa tietokone ikään kuin tietokone tietäis, me vain painamme oikea nappia > ((shows how a computer key is pressed)) >ja ja< kone kerto, mutta sen takia tarvitaan teitä hienoja ihmisiä että te kiinnititte huomion siihen, että hetkinen voiko tämä olla v(h)oik(h)o £tämä oikeasti olla näin£.
138.	Kaija	mmh (nodding in agreement)
139.	T	mainio juttu.

Episode 7 Could you tell me where the bank is?

140.	T	Mutta kuule, <u>Fatima</u>
141.	Fatima	mmm?
142.	T	kerrotko miltä kuulostaisi tuo seuraava lause ensi englannin kielellä? ((pointing to the sentence in the screen))
143.	Fatima	could you tell me where the bank is?
144.	T	näin se on. Ja (.) sinä varmaan löysit siihen hyvän suomennuksen. Mitä mitä se tarkoittaisi suomeksi
145.	M	(sneezing)
146.	Fatima	Mmmm (3) voitko sanoa
147.	T	m m
148.	Fatima	= missä on (1) pankki.
149.	T	juuri näin. Tässä etsitään <pankkia>
150.	M	((sneezing))
151.	T	= ja, ja hieno asia, Fatima, että sanoit <u>voitko sanoa</u>,
152.	Fatima	mm
153.	T	sanoit <u>voitko sanoa</u>, se on täysin oikein. >täysin oikein< nimittäin, tässä ((uncovers the translation and underlines the word voisitteko in the transparency)) täytyy muista sitten tämä
154.	Fatima	mm
155.	T	tämä englannin <u>you</u>. Se voi tarkoitta jotain yksittäistä henkilöä. ((pointing with her hand)) Voitko sinä sanoa? ((pointing with her hand)) Can you tell me? Voitko sinä kertoa minulle? Can you tell me? ((pointing with her hand)) tai sitten, voidaan kohdistaa koko- isommalle ryhmälle ((pointing with her hand to the whole class moving from the right side to the left)). Voitteko te? ((moving her left hand from the left to the right)) Voitteko te kertoa minulle? Can you tell me? [Voisitteko] ((pointing to the screen))
156.	Thiri	[voisitteko]
157.	T	=voisitteko kertoa
158.	T	Ja sitten vielä. Sitten vielä yksi huomio ((underlining on the transparency))
159.		((goes back to her place and looks at the whole class)) ee kun puhutellaan tuntematonta henkilöä () nii hyvin yleensä tämä teitittelymuoto osoittaa kohteliaisuutta kun ei tunneta ee tähän tulee vaikka () sanotaan vaikka se Sauli Niinistö ((laughing)) £joka oli eilen£ eilen eilen puheissa niin, en missään tapauksessa uskaltaisi häntä sinutella.
160.	Kaija	miksi?
161.	T	ee koska hän on ensinäkin hän on minua iäkkäämpi ja toiseksi hän on tällä hetkellä Suomen
162.	Kaija	ieks se on vähän vanhanaikaista?
163.	T	=tällä hetkellä hän on Suomen tasavallan presidentti.
164.	Kaija	[(no siksi xx)]
165.	T	[hh ((laughs))]
166.	Kaija	=[minä sanoisin Tarja Haloselle <u>sinä</u>]
167.	T	£nii menisin, mieluummin turvautuisin teitittelyyn >ainakin aluksi<£ sitten kun tutustuisin, sitten. No <u>mutta</u>. Mainio homma.

Episode 8 Walk straight on.

168.	T	Mitä sitten, Thiri? () miltä tuo opaste kuulostaisi, jos kertoisit sen jollekin eksyneelle °englannin kielelle°?
169.	Thiri	walk street on the *strai* on
170.	T	näin ja
171.	Thiri	= kävele suoraan eteenpäin näin.
172.	T	[juuri näin]
173.	Thiri	[mh]
174.	T	= se on täysin samalla tavalla kun tuolla. ((shows the correct written answer on the transparency)) kävele suoraan eteenpäin. Walk straight on.
175.		Te saatte ihanasti tuotta rauhallisesti sanottua ilman käsiä, minun on vaikea sanoa melkein mitään ((gesturing with her hands))
176.	Kaija	jo mä tiedän, mä huomasin sen, Tero ja Markus, ne kuvittele(vat) että kun, sama kun jokaisella henkilöllä on
177.	T	Jo
178.	Kaija	että ku emme pysty kunnolla puhumaan suomea, sitte kätet ottaa avuks
179.	T	jo
180.	Kaija	=että yritän, että ilmastat iteää
181.	T	jo
182.	Kaija	sanoko se, sano eihän eihän tesmän (xxx)
183.	T	minulla minulla on se aikalailla nii kuin, melkein aina, et- et-
184.	Kaija	kyl mä ite huoma(xx) mä ite se kun mä ((gesturing with her hands))
185.	T	jossain asioissa
186.	Kaija	(xxx)
187.	T	tulee itse ei huomaakaan tuolla välillä jossain ihan tuossa ((directing with her hand where a cafe is)) ruokaillessa tai kahvi ollessa mä selitän jotain asiaa
188.	Kaija	ja se yrit käyt
189.	T	käytän käytän niin hirveästi ((demonstrating with her hands)) °joku sano jo selvä selvä selvä° ((waving her hands))
190.		[((laughing))]
191.	Kaija	(xx)
192.	T	((laughing)) £walk straight on. Walk straight on£

Episode 9 Go past the bank.

193.	T	e tuotta tuotta mites, Kaija, eeem ((exhaling)) (1) otatko otatko haasteen vastaan, haluaisitko testata miten miltä tuo ((pointing to the next sentence)) kuulostaisi
194.	Kaija	ee go ee mitese *pasta* onko se *pastre pistre pustra* ((laughing))
195.	T	£past£
196.	Kaija	£past£
197.	T	£past£
198.	Kaija	past bank
199.	T	näin, kyllä ja se on suomeksi

200.	Kaija	e pankista menee eteenpäin,
201.	T	((nodding with her head in agreement))
202.	Kaija	mene yli pankin, nii kuin tässä ee se kookle käänsi
203.	T	juuri näin ((nodding with her head)). Te huomasitte ((directing to the class)) ilmeisti saman, tuolla kun kävin Thureinin luona niin niin se oli antanut <mene ohi pankki>
204.	Kaija	nii kyllä
205.	T	teillä ilmeisesti kaikilla on tämä sama suomennos. <u>Mene ohi pankki</u>. Ja se ei oo. Tässä taas nii nii tuotta, toki se antaa vihjettä siihen että että mistä siinä on kysymys, mutta mutta tuotta suomennos on [(huono)]
206.	Kaija	[kookle] kookle suomennos tarkoittaa se samaa mitä suomen kielen opettaja
207.	T	£kyllä, nimen omaa£.
208.		ja siinä onkos siinä muuten guuglen siellä ((drawing with her fingers in the air)) jossain reunassa nii onko siellä semmoinen mahdollisuus että ehdotta ehdotta
209.	Kaija	jo, kyllä se mutta, mutta ee, se aina näyttää, mutta mielenkiintoista oos kuunta, täällä voi kuunnella mitä se ((gesturing with her hands while speaking))
210.	T	näin ((with enthusiasm))
211.	Kaija	=mitä se lausutaa
212.	T	näin, kyllä
213.	Kaija	sitten
214.	T	kyllä, kyllä
215.		no tuotta (kuu), onko sulla kotona kuulokkeet
216.	Kaija	ee oon, mutta tiedätkö, kissapentu puri johtarinkin khh ((showing how that happened))
217.	T	elikä kissa on opetellut £englantia£ ((laughing))
218.	Kaija	menin youtubessa kuuntelin sitten musiikkia perjantaina lauantaina yöllä ja sitten se khkkhh ((shows how the kitten bit the wire))
219.	T	mä vain ajattelin että kun guugle kääntäjä kerran tarjoa mahdollisuuden kuunnella, silloin siinä olis yks hyvä mutta palataan palataan asiaan.

Episode 10 Go across the street. / Cross the street.

220.	T	↑Muhammad,
221.	Muhammad	joo
222.	T	täällä olisi tuota kaksi englannin kielistä opastetta, jotka tarkoittaa samaa asiaa, mutta kerrotko miltä ne molemmat ((pointing to the screen)) kuulostais, kuulostaisivat englanniksi?
223.	Muhammad	(6) mmh ((lost and looking for what to read))
224.	T	tuo, tuossa ((pointing in the sentence in the screen)), mentiin pankin ohi tuossa Kaijan kanssa, go past the bank, ja sitten sitten nuo seuraavat, miltä ne kuulostaisivat ensin englanniksi?
225.	Thiri	aaa ((being back on the track))
226.	Muhammad	(2) go across the street
227.	T	mmh ((nods with her head)) (2.) ja kerro vielä tuo toinen ((shows with her hand in the screen)) vaikka se samaa tarkoittaa, nii

228.	Muhammad	nii, mene kadun yli
229.	T	juuri näin, kyllä, mene kadun yli. Miten guuglen kääntäjä antoiko tässä järjestyksessä suoraan ((pointing to the screen))
230.	Muhammad	[kyllä]
231.	Thiri	joo [kyllä] mene
232.	T	no on se kum(ma), edellisessä lauseessa ajatelkaa, mene ohi pankki
233.	Kaija	mun tuli semmoinen että elikkä mene toimesta tapahtuma katu kautta, mene katu yli ((gigling))
234.	T	eli se laittoi varalta vähän kun lisää
235.	Kaija	mä panin niikuin noin välilöinti ja sitten kautta, välilöinti sen, sitten kautta se teki jotain tyhmä kookle
236.	T	((laughing)) guuglen kanssa olkaa varovaisia, mainio juttu, mainio juttu.

Episode 11 Go until the next crossroads.

237.	T	Meidän on menty pankin ohi ja kadun yli ja (1,5) miten sitten, Ali, ee hypätään, now we came from the right handside of the classroom ((pointing with her hand to the right)) to the left ((pointing to the left)) ((laughing)) from my point of view ((points to herself with both hands)). Ee Ali, miltä kuulostaisi tuo seuraava?
238.	Ali	joo, go until the next (1) crossroads.
239.	T	ja se on sitten suomeksi tieten↑kin
240.	Ali	mene kunnes olet seuraavassa [risteyksessä]
241.	Thiri	[risteyksessa] ((aloud to herself))
242.	T	juuri näin, mene kunnes olet seuraavassa risteyksessä ja, mene seuraavan risteyksen saakka. ((uncovers the answers in the transparency)) Miten guugle käyt[(xxx)]
243.	Kaija	[mulla] siirry kunnes risteys
244.	T	elikkä elikkä elikkä vähän vähän vähän matala
245.	Kaija	mhh siirry kunnes ristey
246.	Thiri	siirry kunnes risteys
247.	T	siirry kunnes risteys, jo, kyllä. elikkä se se se antaa vihjettä vahvasti siihen suuntaan mistä siinä oikeasti
248.	Kaija	minä (ymmärrän kyl sitä)
249.	T	juuri näin
250.	Kaija	juu, et sen puolesta
251.	T	mutt tässä nimenomaisesti, mene seuraavan, siirry kunnes risteys, elikkä [mene seuraavan risteyksen saakka].
252.	Thiri	([mene seuraavan risteyksen saakka])
253.	T	ja tässä on hyviä sitten muutenkin sanoja crossroads,
254.	Thiri	crossroads
255.	T	risteys, siinähän menee tiet ristiin ((makes a cross with her hands))
256.	Kaija	[cross]
257.	Muhammad	[cross]
258.	T	[cross] (.) on risti ((keeps her hands crossed)) ja roads nii nii näissä yhteydessä

		aina kannatta vaikka ne ovat opaste termejä nii ni sieltä löytyy aina sitten [hyödyllisiä]
259.	Kaija	[crossroads]
260.	T	mm (2.0) crossroads, risteys on ikää kuin sen perusmuoto
261.	Kaija	näin se (x)
262.	T	tuliko
263.	Kaija	ei, ei se (x)
264.	T	testapas suostuko se
265.	Kaija	ei se kun noin ((typing on computer something))
266.	T	= suostuuko kääntämää (5.0) antaako se jotain hassua siihen? (2.0) crossroads
267.	Kaija	tässä tuossa poistaneet
268.	T	kaatopas onko se
269.	Muhammad	(*crossrode*)
270.	Thiri	risteys
271.	T	((comes up to Kaija's place)) jo, hei, nyt siinä vain se että tuotta ei tälle puolelle kannata ainakaa enää kirjoittaa, koska [kielet ovat suomi englanti]
272.	Kaija	[pitää vaihtaa]
273.	T	nii juri ((going back to the front of the class)) (2.0)

Episode 12 Turn left/right.

274.	T	mutta, Shamina, tuossa ((pointing to the screen)) on kuule tuttuja opasteita, mutta otetaan nekin esille. Miltä nuo kuulostaisivat ensin englanniksi?
275.	Shamina	turn left, right.
276.	T	näin
277.	Shamina	käänny vasemmale, oikealle
278.	T	juuri näin. Mitenkä muuten guugle, antoiko guugle tämän ((underlines the word "käänny" in the transparency)), nimen oman tämän käännön?
279.	M	joo
280.	T	=suomennoksen? Kyllä ((nods once with her head)), ja siinä kohtaa guugle on taas tarkka, elikkä <u>turn</u> on kääntyä jonnekin ((demonstrated with her left hand)), kääntää jotakin ((demonstrated with her left hand)), turn the <u>page</u>, käännä sivu ((demonstrates how pages are turned)), ja turn yourself, käännä itsesi ((demonstrates with her hands)) (laughing). Kyllä, turn left, turn right ((looking at the board)). Ja nii kun eilen puhuttiin, nii ee vaikka te sanoisitte opasteissanne turn left, turn right ja lyhentäisitte, sanoisitte vain käsiä avuksi käyttäen <u>left</u> ((points to the left with her left hand)), <u>right</u>, ((points to the right with her right hand))
281.	M	Joo
282.	T	nii opaste toimii erittäin hyvin
283.	Muhammad	((laughing)) eikö(xxx)

Episode 13 Get out, please.

284.	T	miten oli se eilise minun opastaminen että mene mene ulos, kiitos. [(starts laughing)]
285.	Kaija	[get out]

286.	Muhammad	(xx)
287.	Thiri	get out
288.	T	(laughing) kyllä, get out please. Se oli hieno.
289.	Thiri	(xx)
290.	T	=Se oli älyttämän hieno.

Episode 14 It's on the left / on the right.

291.	T	Hieno juttu, no sitten, nyt tuota, Anna, Anna, se et saa sanoa nyt tätä (laugh) kato, tämä on, tämä on melkein nii kuin niin kuin liittyy jatkona tuohon, sanoin vähän (x), anteeksi, ei ollut tarkoitus, vaa tuo on tuo on ikään kun selvä, selvä, siinä ei ollut mitään uutta elikkä ((points to the board)) ((nock on the door))
292.	Kaija	kop kop
293.	T	=si↑sään. Kuka tule, tuleeko Maung? ((moves to the door))
294.	Kaija	no nii, Maung.
295.	T	Hello, good morning
296.	Maung	Hello
297.	T	How are you?
298.	Maung	I'm fine
299.	T	good good, I want to give you some (gives the papers and explains the task the class is performing)
300.	T	ensin tuotta Shamina antoi ohjeet, turn left, turn right, ja tässä on ikää kun lopputulos, jos joku kohde on, it's on the left, it's on the right. Nii sen takia, Anna, en tätä tätä kysynyt <vasemmalla> ((underlines the word)) (2.0) ja <oikealla> ((underlines the word)), kyllä.
301.		((episode with putting papers into the printer))
302.	T	toimiiko?

Episode 15 It' in this street.

303.	T	no nii, sitten täällä saadaan muuttamia tämmöisiä tarkkoja rakenteita, joita on englannin kielessä tapana käyttää. Miltä, Anna, tuo opaste kuulostaa englanniksi?
304.	Anna	It's in this street.
305.	T	ja sitt- sitten se on suomeksi?
306.	Anna	se on tällä kadulla.
307.	T	Juuri näin, juuri näin, se on tällä kadulla. Ja nyt pieni hetki, saivartelua, minä tartun tähän, tähän sanaan ((underlines "in" in the transparency)) in, in. Muistatteko laatikko? ((points with her finger to the class))
308.	Fs	kyllä
309.	T	näin. ((puts a transparency with a box drawn and directions given on an OHP)) on näin, ja nyt pientä pientä tuommoista pientä pientä saivartelua. Tämä laatikko, tuolla eks liikkui ((points to the box and X)), Muhammad muistutti että hetkinen eks ei olekaan laatikossa sisällä (still pointing to the X)), me laitoimme eksen laatikon sisälle ja sillä nimikkeellä että in.
310.	Kaija	Ehh
311.	T	=in, elikä laatikon sisälle. NOO, ((changing back the transparency with the

		exercise)) nyt tässä sitten(2.0) tässä sitten. Ihan pienen hetken vietän tämän asian parissa it's IN this street ((uncovers the written sentence)) vaikka tuossa kävelee kaksi pientä koululaista ((points outside the window)), nii voisin sanoa, they are walking in this street.
312.	Fs	(in this street)
313.	T	ikään kun ne olisivat siellä kadun sisällä (1) NO,
314.	Muhammad	(mhh)
315.	T	nyt voin viitata tähän ((points to the whiteboard, to the sentence "Today it is Wednesday the 8th of February in 2012")).
316.	Muhammad	joo
317.	T	Samalla tavoin kun aloitin aamun toteamalla että yksinkertaisesti englannin kielessä on tietty kielioppi sääntö että viikon päivä:t ((points with her pen to the word "Wednesday")) ja kuukaudet ((points with her pen to the word "February")) kirjoitetaan isolla kirjai(mella). ((points to the whiteboard))
318.	Thiri	([Wednesday])
319.	T	[Wedn]esday ((points with her pen to the word "Wednesday")), February ((points with her pen to the word "Wednesday"))
320.		((moves to the sentence on the screen)) samalla tavalla on eräänlainen kielioppillinen rakenteellinen sääntö että (1.2) se on tällä kadulla sanotaan it's in this street. This is the rule ((pointing to the whiteboad)) and then we have the exception. Tämä on sääntö ((points to the screen)) ja jos te sanotte opastettavalle henkilölle it's on this street, te ette tee minkällaista virhettä. Ette tietenkään. Te toimit- annatte hänelle asiallisen opasteen, nii hän ei varmasti sano, että hei hetkinen siinä olis pitänyt olla in. Hän ei varmasti näin sano. Tämä on guuglestä kielioppia. Sen kanssa pärjätään ku en kiinnitä siihen siihen käytännön tilanteessa liikaa huomiota. Tiedetään että se näin on, ja sen jälkeen voimme tehdä siitä. Voimme sanoa vaikka it's that street. Se on tuo katu. Ja nii edelleen. Pääasia että kukaan ei eksy.

Episode 16 It's opposite the police station.

321.		No sitten ee täällä on tuttu opaste ja miltä tuo englanninkielinen lause, Zubeir, kuulostaisi, josta alleviivasin jo yhden sana? ((points to the sentence on the screen)) Miltä tämä kuulostaisi englannin kielellä sanottuna?
322.	Zubeir	ahaa, it's opposite the police station
323.	T	juuri näin. Mitenkää, Zubeir, oletko ennettänyt tälle etsiä suomennosta?
324.	Zubeir	se on vastapäätä poliisiasema.
325.	T	juuri näin. Tässä ((points with her both hands in front of her)) minä äsken seisoin (laugh) £Kaijan vastapäätä£ ja nyt nyt täällä ollaan poliisiaseman vastapäätä opposite, ((underlines the word "opposite")) it's opposite the police station, it's opposite the police station. Kyllä.
326.		ja nyt sitten, ee tämä on tarkka opaste, suoraan vastapäätä, mutta tuolla ((points with her right hand outside the window)) kaupungilla ollessanne jos te tässäkin ((points to the sentence on the screen)) opastatte ja sanotte it's in front of the police station. Ikää kun se on poliisiaseman edessä. Poliisilaitoksen edessä, te toimitte täysin oikein. Ei mitään hätää

Episode 17 It's next to the school.

327.		ja SITTEN, matka jatkuu. () ee täällä on, Muhammad, seuraavassa, aleviivan tuon opastettavan rakenteen ((underlines "next to")), opasterakenteen, miltä, Muhammad, tuo lause kuulostais englannin kielellä?
328.	Muhammad	ee it's next to the school
329.	T	kyllä näin. Oletko ennättänyt katsoa mitä se on suomeksi?
330.	Muhammad	mm se on koulun vieressä
331.	T	se on juurikin näin ((uncovers the written answer)), kyllä. It's next to the school. Se on koulun vieressä. <u>Next to</u>. <u>Vieressä</u>.
332.	Kaija	on vieressä school ((sniggers)).
333.	T	jo jo kato, next to on vieressä, ja school on koulu. (2) it's next to the school.
334.		ja tässä huomaat sen, ja huomaa<u>mme</u> että englannin kielen lauseiden sananjärjestys on erilainen kuin suomen kielen.
335.	Thiri	Kyllä
336.	T	mmh, elikä tässä on juuri näin [täällä suomen kielessä itse asiassa]
337.	Thiri	[(discussing something with Fatima)] se on poliisiasema, minä kirjoitin
338.	T	nämä jää täällä <viimeisiksi> ((pointing to the phrases)) poliisiaseman vasta<u>päätä</u>, koulun <u>vieressä</u>. Tämä opaste on täällä meillä suomen kiellisessä lauseessa viimeisenä. Ja täällä ((pointing to examples)) sehän on melkein ensimmäisenä ((laugh)). Tällä lailla
339.	M	joo
340.	T	=tällä lailla se toimii. Elikkä ne vaihtavat ikää ku paikkaa, ja tämä voi olla yksi syy, jonka takia <u>joskus</u> tuo guugle sekoilee ((gesturing)). Kumpiko päin, voidaa aina sanoa että se guugle ((laugh))
341.	Thiri	mh
342.	T	minä aina sanon että tietokoneessa. Mutta tuota Markus ja Tero ovat sanoneet täysin oikein että että vaikka sanotaan tietokone nii nii tietokone on on tyhmä. Te olette viisaita ((laugh))

Episode 18 Next to and near

343.	Maung	onko sama? Se on koulun vieressä, ja se on koulun lähellä?
344.	T	.hh itse asiassa, jos sinä sanot se on koulun lähellä, niin sinä olet eee toimi:t asiallisesti, toimit oikein, ee vieressä on ee ehkä ehkä hieman tarkempi kun pelkästään lähellä. Elikkä mietitään esimerkiksi että sinä ((points to Maung)) istut nyt itse Thureinin ((points to Thurein)) vieressä. Tarkka ottain. Niin jos jos mun pitäis jollekin kertoa, joku kysyy etää Where can I find Maung? mistä löydän Maungin? Jos minä sanon että You're sitting next to Thurein. Eli sinä istut Thureinin vieressä. Sinun löytää helpommin kun jos minä vaan sanon että Maung is <u>near</u> Thurein. Jos mä heitän tuolta käytävästä, Maung on Thureinin lähellä. Nii, hän saattaa täällä hetkinen, missä missä lähellä? Eli aivan pieni ero ero, mutta mutta taas mennään taas mennään hyvin hyvin hyvin tuota tarkka tarkka ottain.

Episode 19 It's right in front of you.

345.		mutta, mitenkän sitten, Maung, tuo opaste? ((uncovers the next sentence in English and underlines "right in front of you)) Miltä miltä se kuulostaisi englanniksi?
346.	Maung	It's right in front of you.
347.	T	Kyllä. Heitätkö sinä suoraan, mitä se voisi olla suomeksi?

348.	Maung	se on suoraan edessäsi
349.	T	se on juuri näin.((uncovers the written answer)) Ja nyt täällä <u>suoraan edessäsi</u> ((underlines "suoraan edessäsi")) otetaan ihan musta väri kaveriksi ((taking a black pen)) minä en halua teitä sekoittaa missään tapauksessa, päinvastoin, minä haluan tuoda mahdollisimman selkeästi tiettyjä asioita esille.
350.		me aloitimme tämän aamun tästä suunnasta ((showing to the right)) <u>right</u>. Eikö näin? Sitte <u>left</u> ((showing to the left)). <u>In, on ja under</u>. ((showing the directions with her hands)).ja <u>ny:t</u> tämä ((points to the word "right")) yrittää sekoittaa tuolla, right in front of you, elikä mitä ihmettä tällä on on on, mitekää oikealla, mitekää oikealla? ((like thinking to herself)) ei ole oikealla, vaa todetaan että se on suoraan ((moves her right hand back and forward in front of herself)), ihan sinne suoraan edessäsi, it's right in front of you ((points with her right hand in front of herself)). It's right over there ((points with her right hand in front of herself)), ihan suoraan siellä ((points with her right hand in front of herself)). Ja niin kun vastauksissakin, kun vastaa oikein, sanotaa <u>right</u>, kun vastaa väärin, sanotaa <u>wrong</u>.
351.	Thiri	mh
352.	T	tässä on tämä, <u>ja sitte</u>, tiedättekö millä millä tuota tämä asia ratkeaa, jos se alkaa liika mietityttää? Jätetään tämä pois (crosses out the word "right" from the sentence "It's right in front of you")
353.	Thiri	se on (edessäsi xxx)
354.	T	nii (laugh) ja sanotaa vaan <u>it's in front of you</u>.
355.	Maung	xx parempi
356.	T	näin
357.	Thiri	(xxx)
358.	T	ei ongelmaa, se on edessäsi (1) I am in front of you ((gestures with her hands)) (2) all day long (laugh). (1) näin

Episode 20 It's behind the hospital.

359.		An episode with a pen ((it is rolling on the table, falls, Fatima picks it up,...))
360.	T	=Thurein, ((underlines "behind")) tuon meinasi alleviivata, tuon tuon opasterakenteen tuossa, miten tuo lause kuulostais englanniksi?
361.	Thurein	It is behind the hospital
362.	T	ja suomeksi se on?
363.	Thurein	suomeksi se on?
364.	T	mmh
365.	Thurein	se on sairaalan takana
366.	T	juuri näin, se on sairaalan
367.	Thurein	se on takana sairaala
368.	T	elikkä se on taas antanut se on takana sairaala. Kyllä, kyllä, nyt nyt se guugle sekoilee tässä, se ei pysy perässä, perässä tässä sanajärjestysasiassa. It's behind the hospital, se on sairaalan(.) [↓takana].
369.	M	[takana]
370.	T	siis, opasteet, jotka englannin kielessä ovat melkein siinä alussa ((points with her left hand to the left side in front of herself)), nii ovat suomen kielessä ihan viimeisinä ((points with her right hand to the right side in front of herself as if there was a sentence in front of her)). (2)

Episode 21 It's around the corner.

371.		no, mite, Fatima, tuossa on seuraava opaste tulossa ((uncovers the next English sentence in the transparency)), ja täällä on ((underlines "around")) opastava rakenne tuossa. Miltä tuo kuulostaisi englanniksi?
372.	Fatima	It's around the corner.
373.	T	kyllä, ja suomeksi se tarkoitta?
374.	Fatima	se on nurkan takana
375.	T	se on nurkan takana, se on kulman takana, kyllä ((uncovers the written answer in Finnish and underlines "takana")). Aika mielenkiintoista toisaalta, hei. Huomaatteko? (3) behind the hospital, ↓sairaalan takana. Ja, Fatima, täysin oikea suomennos, kulman takana, it's around the corner. Se ilmeisesti tarkoitta ku mä äsken tässä kävelin tämän laatikon ympäri ((walking around the chest of drawers)) koitin tuonne nurkkaan ((directs with her right hand around the chest of drawers)) tänne jonnekin mennä nii elikkä tarkoittaa että täytyy mennä jonkun nurkan ympäri. ((goes back to her place in front of the class and gestures with her hand, showing a movement "around"))
376.	Kaija	mulle lukee nurka nee ee nurkan takana
377.	T	jo kyllä. Se on iha ok, se on iha ok. Se on se kulma nurkka ihan ihan kumpiki va vain siltä siltä (tuntuu)

Episode 22 It's on the corner of Baker Street and King's Road.

378.	T	ja missäs me sitte ollaa Thiri? ((uncovers the next English sentence in the transparency))
379.	Thiri	mhh
380.	T	tuossa paikassa, tässä, ja
381.	Thiri	minä en löydy
382.	Kaija	seuraava vai(h)kea(h)
383.	Thiri	=suomeksi
384.	T	no ↑nii. Äläpä huoli. Tehdään sillä tavalla että (.) että että- Thiri, ei mitään hätää. Kerro miltä se kuulostaa englanniksi, nii me kyllä [löydämme sitten]
385.	Thiri	[it's on the] corner of Baker Street and King's Road.
386.	T	juuri näin. Kyllä sielä on taitaa olla ihan oikeita katuja Lontoossa, Baker Street, King's Road. It's on the corner of Baker Street and King's Road. No nyt saan taas käyttää käsiä, älä hätäile ((to Thiri)). Tässä on se ((putting her left arm in front of herself)) on the corner ((putting another arm and making a corner)). This is Baker Street ((moving the right arm up and down and keeping the corner))
387.	Thiri	joo
388.	T	this is King's Road ((moving her left arm up and down keeping the corner))
389.	Thiri	joo
390.	T	it's on the corner of Baker Street and King's Road ((showing a corner)).
391.	Kaija	nurkalla, kulmalla
392.	Thiri	kulmassa
393.	Kaija	joo
394.	T	kyllä, tässä se on ((still showing a corner with her hands)) tässä se on. Ajatelkaa, tä on Baker's Street ((still showing a corner with her arms and moving her one arm)) ((laugh)) King's Road ((moving her another arm)) ((laugh)). £ja siellä se on kulmassa£ Baker Streetin ja King's Roadin kulmassa

		((showing a corner with her hands)).
395.	Thiri	mmh
396.	T	Kyllä, ja taas (.) taas tämä on tämä on opaste tuolla viimeisenä ja englannin kielellisessä lauseessa melkein alussa. It's on the corner of Baker Street and King's Road.
397.		where's the box? Tässä ((showing a transparency with a drawn box and directions)) hypätään hetkeksi tänne laatikkoon ((gigling))
398.	Thiri/Fatima	mmh
399.	T	tullaan tuolta kulmalta Baker Street King's °tä oli hieno, tä oli hieno Baker Street ((again demonstrating with her arms)) King's Road aikamoinen° ((laugh))
400.		mutta, käydään sillä laatikossa välillä. Remember this box? ((showing a drawing with a box with instructions by an OHP)).
401.	Thiri	aa
402.	T	mh. This beautiful box. Nyt jos tuota, tässä minulla on punainen pallo ((draws a ball)) ja se vierii tänne ((points with her finger)) tämän tämän kauniisti piirtämäni laatikon tuonne tuohon nurkkaan.
403.	F	mh
404.	T	nii nyt nyt, on the corner ((makes a corner with her arms)) of Baker Street ((moving her left arm up and down keeping the corner))
405.	Thiri	mh
406.	T	=King's Road ((moving the right arm up and down keeping the corner)), mutta jos pallo vierii ((gesturing with her hand, showing "inside")) tuolle laatikon sisälle (.) nurkkaan
407.	Kaija	tarkoitat sitä että maa on tänään vinossa
408.	T	((laughing)) £laatikko on vähän tällä tavalla£ ((forming a corner with her arms and making clear that it is askew)) £ihan totta ihan totta, miten se muuten pystyy ((laughing)) pystyy menemään£
409.		olemme ulkona, kaupungilla, on the corner of Baker Street ((forms a corner with her arms and moves the right arm up and down keeping the corner)) King's Road ((moves her left arm up and down)), laatikko on vino ((shows an askew corner)), pallo vierii laatikon sisälle sinne nurkkaan ((demonstrates)), nii sanommeko edelleen the ball is eee on the corner, vai muutammeko?
410.	Kaija	en tie
411.	T	tämä on nyt vähän pientä pientä kikkailua, ee täällä on meillä vähän valmiina jo vihjettä ((pointing to the drawing in the transparency)) eks meni jo sinne laatikkoon
412.	Thiri	inside
413.	T	it's IN the corner ((points with her hand in front of herself)) ja tuo pallo £siellä vinossa laatikossa£ kierii ((demonstrates an askew corner))
414.	Fatima	around
415.	T	niin niin siellä se on (1) koko lauseella sanottuna
416.		((wrights at the same time))<The ball is in the corner>. The ball is in the corner.
417.		Tämä on jälleen kerran, mä käyn tuolla taululla, in the corner.
418.		((goes to the whiteboard and points to the date written on it)) Englannin kieli haluaa viikon päivän ja kuukaudet isolla. Englannin kieli haluaa sanoa it's in this street. Se on tällä kadulla. Englannin kieli halua tehdä tehdä eron (.) pallo

		vierii laatikon sisälle nurkkaan, tai minut laitettaan nurkkaan, tänne ((points to the corner in the front of the classroom)) ((gigling)) £nii nii£ silloin pallo tai minä on <u>in the corner</u>, <u>in the corner</u>. Huoneessa tai laatikossa.
419.	Kaija	pallo ((maissii))
420.	T	((laughing)) ja sitten täällä ollaan Baker Streetin ja King's Roadin kulma kulmassa, kulmalla, silloin on <u>on the corner</u>. But please remember, my dear friends, in the real situations, in practice, it makes no difference. Käytännössä, jos te eksynytta opastatte ja sanotte siellä keskellä Lontoota <u>in the corner of £</u> Baker Street and King's Road£, te toimitte täysin oikein. Ei mitään hätää. Mutta mutta kielioppi on tätä.

Episode 23 It's in the basement / on the ground floor / on the first floor.

421.		JA SITTEN, eeem eilisen eilisen päivän muistamme vielä, eikö me muistamme? ((uncovers the next English sentence in the transparency)) Kyllä. Ja täällä on sitten eeem oltiin siellä kiinalaisessa hotelissa eilen (1) siellä on basement ((underlines "basement")), siellä on groundfloor ((underlines "ground floor")) ja siellä on (.) the first floor ((underlines "the first floor")). Nii niin, muistatko, Kaija,
422.	Kaija	mmm
423.	T	=eiliseltä päivältä
424.	Kaija	[en mä muista]
425.	T	([vaikka]) ((laugh)) ennätitkö täällä guuglen guuglen kanssa keskusteluja että mitä olikaa tuo basement?
426.	Kaija	mikä oli?
427.	T	basement. Tämä ((pointing to the word on the screen)) ennätitkö katsoa tässä, tässä
428.	Thiri	kyllä, (x)
429.	Kaija	mikä *base base base base base*
430.	T	*basemen:t.* basement. basement
431.	Kaija	ei ei se *basemente basement* ((gigles))
432.	T	kuule, entäs kielten suunta, onko sinulla suomi-englanti, englanti-suomi?
433.	Kaija	ai nii, perhana
434.	T	sehän se on siinä
435.	Kaija	kellarikerros
436.	T	NO NII, eli ollaan kellarikerroksessa, basement, ja sitten, ground floor? Oli
437.	Kaija	aa, se oli alakerra, olikä?
438.	T	se on tämä katutaso ((points with her hand)).
439.	Kaija	katutaso
440.	T	mmh,
441.	Kaija	Alakerros
442.	T	kyllä. Elikä basement, nii kun sieltä löytyiki on se kellarikerros, katutaso on itse asiassa tässä missä me juuri nyt ollaan ((gesturing with her hand)). >nu tuossa katu menee ihan samalla ((pointing outside the window))< ((giggles)) ee ground floor,
443.		ja SITTEN missäs me nyt ollaan kun olemme the first floor
444.	Kaija	ee miss kerroksella? Me ollaa ensimmäisessä kerroksessa

445.	T	juuri näin.((uncovers the written answers)) Tässä me mennään. Onko meillä tällä? Ei meillä ole. Hei, voiko sanoa tuolla kerrokseksi, tuolla on ylhäällä jotakin luokkia,
446.	Thiri	kirjasto
447.	T	=luokkia, kirjasto ja, mitä siellä on? Joku tietokone-
448.	Kaija	ja täällä- eiks täällä
449.	T	=tuossa on, tuon infon
450.	Kaija	=se lähde se
451.	T	siellä
452.	Kaija	Mikä sen nimi voi olla? parveke
453.	T	Joku parveke ((giggles))
454.	Kaija	Onks se- eiks se, kun parveke on ihan avoinna
455.	T	Se on, siellä on yksi avoin luokka, siellä ihan siellä, mhhh tuon käytävän olevassa päässä ((points to the direction with her right hand)), sitten on opettajien tiloja
456.	Kaija	mhh
457.	T	=siellä välissä, ja sitten on luokka tilaa, tuossa lasi ovien
458.	Kaija	eiks se voi olla sitten toinen kerros
459.	T	se vois sitten ajatella ajatella vaikkapa että basement on se missä on se arkisto jossain esimerkiksi ((showing the basement level with her right hand)), missä on ne päiväkirjat, tämä on ground floor ((showing the ground floor level higher than where the basement was shown)), katutaso, ja se siellä on sitten first floor ((showing with her hand even higher)).
460.	Kaija	kolme kerroksena
461.	T	nii nii
462.	Zubeir	Opettaja, onko se väärin, että ensimmäisessä kerroksessa
463.	T	kyllä, on the ground floor
464.	Zubeir	ja tuolla on ((showing with his hand outside))
465.	T	katutasossa ((pointing to the words written on the transparency)). Katutasossa. Ja first floor on ensimmäisessä kerroksessa. Tässä on vähän eiliseltä eiliseltä päivältä näitä, näitä näitä, jatkuva muistintestaus, muistatko toissa päivänä ja eilen? Ja ((laughs))
466.	Kaija	en muista

Episode 24 Take the lift. Take the stairs. Take a taxi/bus.

467.	T	((laughs)) otetaanpas tuosta tuosta ((uncovers the next group of sentences "take the lift", "take the stairs", "take a taxi/bus")), ei me tultiin itse asiassa, Thiri, on the left ((points to the left)), relax, take it easy, we have finish the round ((makes a round with her left hand)). Me tulimme kierroksen tässä mukavasti loppuun ((makes a round with her hand)),
468.	Thiri	mh
469.	T	jotta otammekaa rauhallisesti ((directing with her both hands)), otetaan yhdessä ne kolme ((points to the screen)) kolme viimeistä. Siitä syystä että: täällä on sama rakenne: take ((underlines "take")),
470.	Thiri	take
471.	Kaija	ota

472.	T	take ((underlines "take")), take ((underlines "take"))
473.	Thiri	ota hissi
474.	Kaija	ota, mikä se on hissi ja
475.	T	((laughs))
476.	Thiri	hissi, rapuset ja
477.	Kaija	=rappusia, taksi ja bussi.
478.	T	näin juuri, ja itse asiassa kuulkaa siinä voi ihan hyvin sanoa että ota hissi, kyllä tämän suomen kieli käyttää, ota hissi. Take the lift. Miks ei ihan hyvin voi olla, ota portaat ((points to the door)), mene portaita pitkin, mene rappusia, take the stairs. Ja sitte, jos ei muu auta, ota taksi, take a taxi.
479.	Kaija	(xxx)
480.	T	mikä se oli vasemmalla oleva hissi? Hissi on vasemmalla?
481.	Kaija	left lift
482.	T	((laughs)) £kyllä£,
483.	F	left lift
484.	T	=£left lift£ ((laughs)) £left lift£ ota vasemman puolen hissi on sitte tietysti
485.	Thiri	left
486.	Kaija	take left lift
487.	T	take left lift ((chuckles)) English is so easy, isn't it? Take left lift. Tässä on nuo ((uncovers the written answers in the transparency)) mene, tässä on ne käytetyt tällaisia suomennoksia: mene hissillä, mene portaita, ota taksi, eeeh ne on tietysti ihan mahdollista näin.
488.		mutta, vielä eiliseltä päivältä,
489.	Kaija	mh
490.	T	=millä sanalla mä voisin korvata kaikki nuo take sanat? (1) Meillä oli eilen: through the door,
491.	Muhammad	use
492.	T	hyvä, Muhammad. Juuri se. ((writes on the transparency "use")) use.
493.	Kaija	mikä se oli...?
494.	T	use, käytä, use.
495.	Kaija	hius
496.	T	hius ((laughs)) hius on tässä ((points and shows her hair)) £sillä lailla suomen kieli, kyllä. Onneksi se on Englanniksi hair£ ((laughs))
497.		mutta, use use the lift, use the stair, use a taxi, use the door ((points to the door)), use the ((shows the marker in her hand)),
498.	Muhammad	use the carper
499.	T	use the ((chuckling)) kyllä, kaikkea näitä. Kaikkea näitä: take the lift, take the stairs, ja nii edelleen. do you have any comments, any questions about these?
500.	(4.)	
501.	Kaija	ei ole
502.	Maung	ei o

Episode 25

503.	T	everything's clear? do you have, or do you wan:t to have this transparency as a paper version? ((shows it to the class))
504.	Maung	jes.
505.	T	tässä on, laitan kiertämään, jos haluatte, nii tästä kalvosta on olemassa paperi versio, jos haluatte ottakaa itsellenne aivan tuossa laitan tässä Piiterin luota kiertämään ((hands in to Ali)), ja taas meni Piitareksi, ajajajai.
506.		joskus on tapana englannin tunneilla ottaa opiskelijoille kaikille tietyt englannin kielelliset nimet. ((Muhammad takes papers from Ali and is delivering them to the whole class)) Yleensä yleensä sitä ei kovinkaan usein tehdään. Ee, minäkin olen joskus ollut ollut aikaisemmin englantia opiskellessani nii niin englannin kieliseltä nimeltä Marion, (2) eli voisi olla Barbara, Susan, ((teacher receives the papers from Muhammad)) thank you ((laughs)), thank you, thank you, thank you. thank you, thank you, thank you.
507.	T	eikä siinä vielä kaikki. (3) This is going to be our last exercise concerning to guide. Tämä tulee olemaan viimeinen tehtävämme
508.	Kaija	hyvä
509.		= jonka teemme ((laughs)) £opastamisesta£. This is not going to be the last exercise of today but this is the last exercise concerning guiding.