

IMPACT OF SCAFFOLDING ON L2 LEARNING
IN THE ZONE OF PROXIMAL DEVELOPMENT:
COLLABORATIVE INTERACTION IN A JAPANESE LANGUAGE CLASSROOM

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By

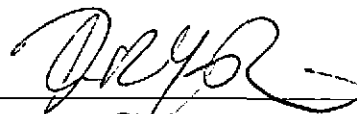
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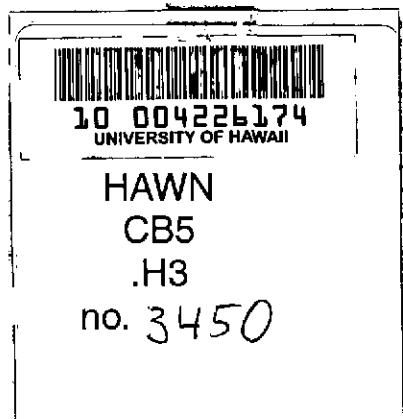
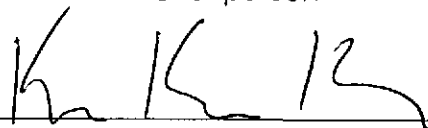
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In the memory of my father

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ABSTRACT

The present study entails a longitudinal qualitative investigation of ways in which learning is appropriated through socially mediated interactions. While there have been numerous SLA studies within the sociocultural framework that examine impacts of assisted interactions on L2 learning and development (Adair-Hauck & Donato, 1994; Aljaafreh & Lantolf, 1994, 1995; Antón & DiCamilla, 1999; de Guerrero & Villamil, 2000; Donato, 1994; Ohta, 1995, 1997, 2000, 2001; Storch, 2002; Young & Miller, 2004), research on evidence of subsequent learner development of L2 competencies beyond the immediate impact of interaction on learning has remained scarce.

This study is an attempt to analyze the possibility that learners' abilities gained through interactions with expert speakers (native speakers of Japanese) may have a sustained impact on self-regulation (or internalization) for the learners and thereby may allow the learners to provide assistance or "pass on" their new competence in the subsequent interactions with other peers.

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CHAPTER 1

INTRODUCTION

Studies of foreign and second language (L2) acquisition based on Sociocultural Theory (SCT) have long advocated the perspective that L2 learning is constructed through social interaction. The site where this social form of mediation develops is the “Zone of Proximal Development” (ZPD) — the discrepancy between a learner’s *actual* development, that is, what a learner can achieve when acting alone and the *potential* level of development which is determined through what the same person can accomplish under expert guidance, or in collaboration with more capable peers. The ZPD, not a physical place situated in time and space but a hypothetical concept of learning as a socially mediated process, has become perhaps the most well-known construct of SCT. While the concept of the ZPD has been diversely discussed to examine the relationship between social interaction and L2 learning and development within the sociocultural framework (Adair-Hauck and Donato, 1994; Aljaafreh and Lantolf, 1994, 1995; de Guerrero and Villamil, 2000; Donato, 1994; Mondada and Doehler, 2004; Ohta, 1995, 1997, 2000, 2001; Storch, 2002; Swain and Lapkin, 1998), studies that focus on evidence of subsequent learner development of competence beyond the immediate impact of interaction on learning are rather scarce. Therefore, the dearth of material regarding this subject suggests that more relevant research is essential, because learning does not simply depend on the mediation of symbolic artifacts (e.g., language)

through social interaction; the object of learning should be more rigorously explored from the perspective of *how* these symbolic artifacts are mediated and are subsequently appropriated and passed on from one generation to another to become an integral part of an individual's own functioning.

The purpose of this study is to investigate the possibility that learners' abilities gained through interactions with expert speakers (i.e., native speakers of Japanese) may have a sustained impact on self-regulation (or internalization) for the learners and thereby may allow them to provide assistance or "pass on" their new competence in subsequent interactions with other peers. This study contributes to the literature on the learner's subsequent development beyond the immediate impacts of socially-mediated learning by employing a longitudinal qualitative analysis to illuminate the ways in which learning in the ZPD develops across communicative settings. The analysis will investigate expert-learner and learner-learner dyadic interactions in a beginning-level Japanese classroom with respect to 1) how the native speakers draw on their expertise to provide support and assistance through collaborative construction with the learners, and 2) how such scaffolded interaction contributes to the learner's attainment of self-regulation over the form and meaning of the target language and the capacity to become an "expert scaffolder" when assisting other peers.

Many discussions of social, mediated action are grounded in the ideas of the Russian psycholinguist L. S. Vygotsky (1978, 1986, 1987), posing specific questions as to how culturally constructed symbolic artifacts are internalized

through the mediation of others. Tomasello *et al.* (1993) point out that the very transmission of cultural knowledge and practices depends upon: a) some principled concordance between a learner's capabilities and what the culture has on offer; b) some person in the culture, an expert, who can perceive what a learner needs and deliver it; and c) some shared agreement about how such an intersubjective arrangement is supposed to function in *this particular culture*. The present study will explore this way of conceptualizing expert-learner interaction as an important construct for analyzing such interaction in L2 classroom, in parallel to creating a pedagogic context in which combined effort results in a desirable outcome for an individual's higher cognitive development.

A holistic perspective on the sociocultural approach to social interaction and cognitive development in the ZPD has been gained through the work of Vygotsky (1978, 1986, 1987) and present-day researchers (Grabois, 2004; Newman and Holzman, 1993; Lantolf, 2000, 2004, Lantolf and Thorne, 2006). The Vygotskian concept of learning as a socially co-constructed process has also emerged as an important factor in research on L2 developmental processes. The notion of scaffolding, or assisted performance (Tharp and Gallimore, 1991), though not co-equivalent with the ZPD, has been the compelling force behind the vigorous interest in Vygotsky's and Vygotsky-inspired research. In contrast to traditional measures that only capture the individual's development already attained, the varying qualities of assisted performance needed for a particular individual to perform particular tasks or activities are indicative of the contribution to his/her potential level of

development, that is, independent cognitive functioning. The ZPD concept states that in social interaction a knowledgeable participant (expert) can offer, by means of speech or/and non-verbal behaviors such as gesture and pause, supportive interventions (scaffolding) by which the novice learner can extend his/her current skills and knowledge to higher levels of control (Cazden, 1988; Wood, Bruner, and Ross, 1976). The ZPD entails two issues here: that cognitive development results from interpersonal relation becoming the fundamental resource for intramental functioning, and that this process involves internalization. As Luria (1979) notes, "it is through this interiorization of historically determined and culturally organized ways of operating on information that the social nature of people comes to be their psychological nature as well" (p.45). Internalization represents the means of developing the ability to gain control over natural mental functions with increasingly less reliance on externally formed mediation (Lantolf and Thorne, 2006). Vygotsky claimed that this process of internalization varied across individuals and for a given individual shows dynamic, non-linear development (advancement and regression) across time periods.

Vygotsky's research illustrated that an individual's development was afforded and constrained by his or her ZPD, that is, the capacity to appropriate certain kinds of externally mediating artifacts that would allow him or her to carry out an activity they otherwise would be unable to perform. This construct of ZPD has proliferated to the point that it now encompasses L2 research and pedagogical innovation that include teacher-students collaboration in the ZPD (Adair-Hauck and

Donato, 1994; Aljaafreh and Lantolf, 1994; Antón, 1999; Mondada and Doehler, 2004; Ohta, 2001; Takahashi, 1998), and is increasingly applied to describe and create collaborative scaffolding among peers (Antón and DiCamilla, 1999; de Guerrero and Villamil, 2000; Lynch and Maclean, 2001; Donato, 1994; Ohta, 1995, 2000; Swain and Lapkin, 1998). Most of the related L2 research above are findings based on different perspectives among researchers in respect to how the ZPD is construed through assisted interaction: some researchers have assumed that the ZPD necessarily involves interaction between an expert and a novice in which the expert eventually transmits an ability to the novice through social interaction. On the other hand, several other studies linking peer-peer dialogue to language learning are motivated by researchers' understanding of the scope of the ZPD to include more than just expert/novice interaction. In most descriptions of scaffolding, the adult (or expert) "controls" the elements that are beyond the child's capacity, allowing the child to "concentrate upon and complete only those elements are within his range of competence" (Wood, Bruner and Ross, 1976). In contrast, Wells (1998) maintains that "the ZPD as an opportunity for learning with and from others applies potentially to all participants, and not simply to the less skillful or knowledgeable" (p. 345). Most previous L2 literature based on the ZPD concept has succeeded in identifying instances of such interactions and in documenting their effectiveness in instilling new abilities in the learners or among peers. Stone (1993), a critic of this parallelism, notes that more recent discussions of the concept of scaffolding have included a greater emphasis on mechanism of transfer, such as

transfer of control, internalization, and appropriation. At the same time, however, Lantolf and Thorne (2006) recognize limitations of SCT-inspired L2 research that includes the orientation to surface grammatical elements and argue that the application of the ZPD concept to more abstract properties of language remains very little known. Schmidt (1994) also made a similar observation, commenting in particular on the dearth of longitudinal research on learner awareness and restructuring of linguistic knowledge. This deficiency in the understanding of learner use of abstract language properties within the ZPD compels us to investigate more robust interconnection between mediated assistance and the learners' subsequent development of abilities to restructure and generalize what they appropriate across different linguistic contexts. In the present study, I want to re-emphasize that the individual's cognitive development emerges as a consequence of social mediation between individuals with different mental capabilities (native speaker and L2 learner) and that the ZPD should be more appropriately conceived of in such a sociocultural context. In particular, I want to observe the mechanisms of scaffolded interaction with an expert that may constitute the basis of the learner's restructuring and self-regulation of L2 knowledge and how his/her own subsequent developmental progress may become viable resources for helping other peers in subsequent interactions.

The 'scaffolded collaboration' involves a reciprocal formation of the ZPD between expert and learner, or among peers. This study is motivated by its attempt to reconsider the ZPD construct consistent with Vygotsky's proposal: the

ZPD presupposes an interaction between a more competent person and a less competent person, such that the less competent person becomes independently proficient at what was initially a collaboratively completed task. According to Chaiklin (2003), Vygotsky's interest was not in understanding that learning depends on assistance from more capable individual (expert) but in understanding how assistance specifically relates to developmental progress in the individual. In the present study, the analysis will not simply identify the evidence of scaffolding by the native speakers but will rather focus on ways in which they bring their expertise to scaffold the learners in the unfolding of interactions. In this sense, the expert-learner interactions represent different characteristics from the peer-peer interactions in their effects on the learner's subsequent use of the language and transfer of knowledge to new contexts. Contemporary analyses of mediated interaction have begun to examine beyond Vygotsky's formation of the ZPD such issues as the conditions that have given rise to mutual assistance among peers, and the constraints as well as affordances associated with them (e.g., Donato, 1994; Ohta, 2000, 2001; van Lier, 2000). In peer scaffolding, as much as it has been claimed to enable learners to generate their abilities to co-construct knowledge and exerting a developmental influence on each other's respective interlanguage systems, possible effects such as greater reliance on teacher than on peer for feedback, students' lack of confidence in knowing certain features of the L2, how to provide useful assistance, and conflicts amongst collaborating students have been noted as well (Swain, Brooks, and Tocalli-Beller, 2002). The results of

de Guerrero and Villamil's (2000) study suggest that peer collaboration in the ZPD may lead to advancement in L2, but it may well also lead to regression to lower forms and there is the added likelihood that this possibility will always persist inasmuch as troublesources vary in nature and learners fluctuate in their mastery in L2.

The value of reevaluating the expert-learner interaction lies in the expert's assumption of expertise to capture the learner's ZPD through dialogic negotiation. In other words, the learner and expert engage each other in a continuous effort to discover what the learner is able to do without help and what the learner can accomplish with assistance, or regulation, from the expert. The learner's development is not simply determined by the relative accuracy of linguistic performance, but is revealed through the frequency and quality of assistance negotiated between expert and learner (Aljaafreh and Lantolf, 1994). Wood (1998) has developed an approach to tutoring based on an interpretation of the ZPD. According to him, the learner's *uncertainty* forms one of the central features of the approach. When uncertainty is high and makes a task more difficult for the learner, the expert, who is familiar with the task terrain, its features and demands, reduces the uncertainty in the task environment. In this study, then, I will show that the roles of expert differ from those generated among peers in the capacities of rendering the wider range of help: 1) assisting the learner with pragmatic uses of the language as well as lexical and morphological items; 2) identifying the problem and giving clues as to necessary corrections; 3) providing the learner with the correct answer and, if

more help is needed, a grammatical explanation; 4) attracting the learner's attention to the use of the target linguistic item embedded in a contingently-ordered communicative context. The present study will examine how the expert-learner interaction negotiated under these conditions is associated with the learner's development of self-regulation as evidenced by the learner's demonstration of his/her abilities to produce the target language with accuracy and fluency, to restructure his/her L2 knowledge across linguistic contexts, and to serve as a competent scaffolder of some particular target item(s) in the subsequent interaction with the peer learner.

The implications derived from this study are twofold: one from the researcher's perspective and the other from the language teacher's perspective. First, the reconceptualization of Vygotsky's proposal of the ZPD – learning through social interaction between expert and novice as central to an account of higher cognitive development in the individual – helps researchers to further understand and explicate how assisted interaction mediated through language and culture are manifested in the learners' abilities when they demonstrate self-regulation in the use of abstract language properties beyond the immediate impact of (scaffolded) learning opportunities. Therefore, a more robust approach to investigating how learning a language is rooted in the learner's involvement in social practice and continuous adaptation to contextualized, interactional activities shall be taken in the present study.

Secondly, the findings from this study also have important pedagogical implications. This study provides greater insight into Vygotskyan framework of the social and cognitive aspects of interactive discourse and its application of scaffolded interaction within the ZPD to the analysis of the learner's growth to exert his or her control, or self-regulation, across diverse linguistic contexts in the L2 (or foreign) classroom environment. The difference between the actual level of development and the psychological functions consisting of the potential next stage constitutes the key principle of the ZPD concept. The ZPD might be an ideal conceptual tool that language teachers can use to understand multiple aspects of learners' emerging capacities that are attributed to mediated interaction with expert (e.g., teacher, native speaker, more advanced learner). In this way, when applied deliberately, teachers incorporating the ZPD concept into their classrooms have the potential to create conditions that may give rise to crucial forms of learner L2 competence in the future.

CHAPTER 2

LITREATURE REVIEW

2.1. Introduction: SLA and sociocultural perspectives

The predominant views of discourse and communication within second language acquisition (SLA) do not recognize the constitutive relationship between social interaction and language development, but maintain that knowledge of a second language is acquired through exposure to comprehensible input (Krashen, 1985; Pica, Young and Doughty 1987). According to these views, acquisition is an individual phenomenon, its central locus being the individual's "mind" or "brain", and therefore social, discursive practices to the acquisition of linguistic knowledge are beyond the purview of SLA. Classroom research in SLA has brought attention to the relation of negotiation of meaning and modification of interaction to L2 development (Foster, 1998; Long, 1985, 1996; Pica, 1996). The focus of these studies has been on the analysis of how L2 input is negotiated and modified by learners and, thus, achieved through such interactional strategies as clarification requests, comprehension checks, confirmation checks, repetition, and so on. In this line of research, many scholars have accepted a view of language as a set of internal structures that are best considered as "a self-contained system" (Young and Miller, 2004, p. 520). In other words, language in such studies is viewed apart from the sociocultural contexts in which it is used. Moreover, negotiation of meaning provides learners with the challenge to modify their output (Swain, 1985)

to make it more comprehensible and more target-like. The hypothesis underlying this perspective is that the activity of negotiation is the necessary condition for acquisition and mastery of a second language. However, while these studies do indicate the importance of interaction in SLA, the question of how much negotiation arising from the interaction is converted into eventual L2 knowledge and use has yet to be answered.

Beginning about two decades ago, the research trend shifted from structural models to functional models, with an emphasis on interaction and its process instead of only focusing on input as intake and the final output for acquisition of the L2. Firth and Wagner (1997) presented a radical critique of some central notions emanating from mainstream cognitive second language acquisition studies. They argued that SLA studies need to enhance awareness of the contextual and interactional dimensions of language use. This approach takes a view of social reality as interactionally constructed rather than existing independently of interaction, and of meanings being achieved through negotiated interaction: "a functionalist model of language, firmly rooted in contingent, situated and interactional experiences of the individual as a social being, is better suited to understand language and language acquisition in the long run than a structural model, even though it may become a very long run" (Firth and Wagner, 1998, p.92). SLA research has begun to broaden its scope beyond examination of input and output as discrete categories, with an increasing amount of research looking at language as a means of communication and a tool for thinking. Sociocultural theory, with its

emphasis on language development as dynamic internalization of social interaction (Luria, 1981; Vygotsky, 1978, 1986; Wertsch 1985), offers a framework through which to consider collaborative interaction as an opportunity for learning and the process by which learner participation in meaningful social interaction becomes L2 development. Thorne (2005) emphasizes the crucial role of sociocultural theory in providing a perspective that cognitive activity is apparent in dialogic interaction and therefore cognition can be “investigated systematically without isolating it from social, cultural, and historical contexts” (p. 393). This framework is further stressed by Lantolf (2004), who explains,

...the theory is not a theory of the social or of the cultural aspects of human existence...It is rather...a theory of mind that recognizes the central role that social relationships are culturally constructed artifacts play in organizing uniquely human forms of thinking (p. 30-31).

Recently, more second language researchers have begun to recognize the interrelationship between communication and cognition in the language learning process (de Guerrero and Villamil, 2000; Donato, 1994; Foster and Ohta, 2005; Ohta, 1995, 1997, 2001; Swain and Lapkin, 1998; van Lier, 2000). In addressing the gradual and yet substantial transition in the focus of SLA, Swain (1995) calls for the examination of L2 studies based on a sociocultural framework, which argues for the nature of the language learning processes as a socially mediated activity. Swain's point is that mere observation of the input and the output will not explicate the actual nature of interaction. Instead, Swain emphasizes that it is crucial to attend to the development of L2 that could be manifested by the learners during the

collaborative problem-solving tasks. Donato (1994) also argues that framing the study of L2 interaction using the constructs of input and output simply reduces the social, interactive setting to an opportunity for "input crunching" (p. 34). The social context, in the end, is underestimated as an optimal arena for truly collaborative L2 acquisition (Donato, 1994). As Vygotsky claimed, all cognitive development is first and foremost interpsychological; that is, it results from the interaction that occurs between individuals engaged in concrete social interaction (Wertsch, 1985). The following section provides a brief discussion of the central principles of sociocultural theory that forms the basis of Vygotsky's theory and the relevant issues that concern the present study.

2.2. Sociocultural theory

2.2.1. Vygotsky's concept of learning and development

The hypothesis that cognitive activity will be apparent in interaction is supported by Vygotsky (1978, 1986) and other more recent sociocultural theorists (e.g., Lantolf and Appel, 1994; Newman, Griffin and Cole, 1989; Wertsch, 1991), who argue that cognitive processes develop first through social interaction between individuals. The core concept of sociocultural theory is that the human mind is *mediated*. Vygotsky (1978, 1986) maintained that higher forms of human cognition are mediated by technical and psychological tools (objects and symbolic means such as language) constructed in a certain society a child is born into, and the individual's development of the ability to engage in these forms of cognition

(voluntary attention, logical memory, formation of concepts, etc.) is derivative of prior social interaction. For Vygotsky, the roots of thought are in *communication* with other human beings. Thought begins as a natural biological endowment, and develops into a uniquely human form of mediated thinking or what Vygotsky referred to as higher forms of consciousness. Thus, language functions not only as a symbolic means for humans to interact with other humans, but as a consequence of this interaction, which allows them to develop the ability to gain control over and regulate their own thinking processes.

Vygotsky introduced the notion of the zone of proximal development in an effort to tackle the assessment of L1 learning and development. Interest in the cognitive development of children, or how a child can become “what he not yet is” (Wertsch, 1985) evolved into the comprehensive ZPD analysis that led to the exploration of the cultural and linguistic development of children through social interaction—the importance of expert-novice interaction that enables children to gradually gain autonomy in their social activities, including the acquisition of language. This learning process is crucial in that the social interactional contexts facilitate the individual’s language development from the very beginning of life: the child develops his or her higher forms of thinking by observing and participating in problem-solving with adults or more skilled peers in society. It is within the ZPD that higher mental activity occurs, not only during this early stage but throughout life. We constantly gain self-regulation through collaboration with others in our culture. The individual’s self-regulated behavior does not reside in immediate

impact of mediation, nor does it reside in another person, but is rather characterized as the attainment of one's potential for development which may be realized through innumerable interactions with others in a specific culture and mediated principally through language. In this discussion of concept formation, Vygotsky (1987) argued that specific ways of using words were necessary conditions of the process – "Thinking in concepts is not possible in the absence of verbal thinking" (p. 131). Such interrelations between conceptual development and social communication, including instruction, are clearly central to any pedagogic implementation (Daniels, 2001).

Vygotsky (1978) regards learning as a socially and historically embedded act in a specific cultural environment. One of his reasons for introducing this concept was that it allowed him to examine "those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the 'buds' or 'flowers' of development rather than the 'fruits of development'" (p. 86). According to Vygotsky, all higher mental functions appear twice in the life of the individual: first on the social plane, that is, in collaboration with adults or other knowledgeable members of one's specific culture, and later on the cognitive domain in which the ability is carried out by the individual through psychological mediation. He believed that the individual's learning and development are initiated and shaped by social interaction. Through dialog and guided interaction, a more capable peer challenges and empowers the learner to take more initiative for his or her learning (Rogoff,

1990; Adair-Hauck and Donato, 1994). This leads to the notion of Vygotsky's general law of cultural development, explained as follows:

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 voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals (p. 57).

Vygotsky proposed to overcome this internal/external dualism by integrating biological and sociocultural factors into a new theoretical framework. It suggested that the biological endowment was a necessary, but not sufficient, condition for human thinking to emerge and develop, while the social and cultural activities provided the mediational tools that equipped the individual with the power to control his/her own mental and social activity. The process that Vygotsky proposed for connecting the socially mediated activity and the mental activity is internalization. Internalization serves as "the mechanism through which control of our natural mental endowments is established" (Lantolf and Thorne, 2006, p. 153). Kozulin (1990) notes, "the essential element in the formation of higher mental functions is the process of internalization" (p. 116). At the same time, Stetsenko (1999) emphasizes that internalization does not mean that something resides within the individual brain, but instead "refers to the subject's ability to perform a certain action without the immediately present problem situation 'in the mind'" (p. 245).

In Vygotskian theory, the concept of internalization emphasizes the importance of determining the relationship between learning and development and

attributing a more dynamic role to the social context than has yet been achieved in the literature on interaction and L2 acquisition (Donato, 1994; Grabois, 2004; Lantolf and Aljaafreh 1995; Ohta, 1995, 2000, 2001; Young and Miller, 2004). Findings of these studies show that meaningful social interaction results in the transformation of the L2 from interpsychological to intrapsychological functioning: at first the activity of a learner is organized and regulated by others; however, collaborative construction of the activity between learner and expert eventually allows the learner to organize and mediate their own learning without the expert's guided assistance. At this point psychological functioning comes under the self-regulatory control of the learner. In both L1 and L2 perspectives, therefore, individuals move through stages in which they are controlled first by objects in their environment, then by the mediational means including language, and finally they regulate their own social and cognitive activities.

Internalization is a stage in the process of the transformation of social phenomena (other-regulation) into psychological phenomena (self-regulation). Frawley and Lantolf (1984) state that a speaker's utterances reflect *other-regulation* when the speech is controlled by, or serves to control, other human beings, and *self-regulation* when the speaker controls him/herself as an individual rather than engage an interlocutor in a dialog.¹ However, as Donato (1994) pointed out, the attaining of self-regulation is a relative phenomenon, and is not an absolute. For a

¹ Frawley and Lantolf (1984) also define *object-regulation* as the regulation of objects in the environment, where something has ontological status and is also non-human.

child who achieved self-regulation in a specific kind of task does not necessarily have self-regulation in all tasks: what is more, an older child may well be other-regulated in the same task (Wertsch and Hickmann, 1987).

Vygotsky formulates the idea that mind is a social derivative, and therefore, all speech originates externally. Central to his theory of mediated mind is the notion that what begins as social speech aimed at regulating others becomes internalized in the form of self-directed speech aimed at controlling our own mental behavior. For instance, utterances such as “no”, “okay”, “wait”, “so” and “I got it” are frequently attested in self-directed speech in English. This speech, in which we ask ourselves questions, answer these questions, tell ourselves to restructure our knowledge, correct ourselves in a particular activity, is generally referred to as *private speech*. Private speech is marked by the transformation of interactive social speech “into private or egocentric speech in the same individual and then goes underground in elliptical form as inner speech” (Frawley and Lantolf, 1984, p. 148). Vygotsky argued that inner speech represents the externalization of higher forms of human conscious activity. Frawley and Lantolf (1986) argued that the “sole function of private speech is self-regulation” (p. 707). Private speech functions as a regulatory tool as the child proceeds through a developmental continuum of regulation from object regulation, to other regulation, to self-regulation (Wertsch, 1985). However, the mental function of speech does not emerge suddenly from social speech; rather it passes through an egocentric phase in which speech appears social in form, and it increasingly becomes psychological in function.

Private speech also serves an important tool to direct one's own thinking in the face of a cognitive difficult task. When an individual struggles with a particularly difficult task, inner speech is externalized as private speech so that he/she may regain self-regulation, or the same individual has the option of requesting assistance from other people. In the latter case, psychological processes becomes social again as the person seeks out other mediation (Lantolf, 2000).

Research regarding private speech within an SCT framework is also closely associated with issues of self/other/object regulation. Appel and Lantolf (1994) define private speech as "speaking to understand" (p. 437) – speech as aiding the speaker's comprehension. For them, private speech represents "the externalization of what otherwise would remain as covert mental processes" (p. 439). In this vein, several studies of L2 private speech have looked at externalization of mental processes that occurs in classroom-based activities, providing evidence that private speech may undergo some restructuring of the L2 knowledge for the regulation of mental activity (Antón and DiCamilla, 1999; McCafferty, 1994).

2.2.2. Scaffolding in language development

A concept associated with the ZPD is "scaffolding," which was first used by Vygotsky and was later popularized by Bruner (1978) as a metaphor for the process by which an adult assists a child to carry out a task beyond the child's capability as an individual agent. Wood, Bruner, and Ross (1976) had envisaged scaffolding as consisting of the adult's "controlling" those elements of the task that were initially

beyond the learner's capacity, thus allowing the learner to complete those that were within existing capabilities. According to Wertsch (1979), scaffolded performance is a dialogically constituted interpsychological mechanism that facilitates the learner's internalization of knowledge co-constructed between individuals of unequal abilities. During problem solving, the knowledgeable individual is often observed to guide, support, and shape actions of the learner, who, in turn, benefits from the scaffolded interaction and internalizes the expert's strategic resources. In this early analysis of scaffolding, focus was predominantly on the adult's role as an assistant for the child for achieving the task goal. The overall result was observed as independent functioning on the part of the child. However, Stone (1993) points out that few previous studies paid attention to the mechanisms by which the transfer of abilities from the adult to the child was accomplished, and therefore more recent literature on the concept of scaffolding has included a greater emphasis on the subsequent competence (control, internalization and appropriation) that may result from the processes of mediated interaction.

Studies by Wertsch and Hickmann (1987) and McLane (1987) evidenced the efficacy of different scaffoldings in mother-child and child-child dyads for a puzzle completion task, explaining how the nature and quality of the assistance or tutoring a child receives may affect the child's ability to complete a problem-solving task independently. Regarding the nature and quality of the assistance the child is given, McLane (1987) claims:

This in turn depends on how the situation is understood and defined e.g., on whether it is defined as teaching, helping, or game playing, as well as on the kind of communicative processes in which the situation definition is expressed and created *and* on the nature of the specific task or activity... different modes of interaction and processes can establish different definitions of the situation (p. 284).

It is important to note that successful development does not necessarily result from "any" types of mediated scaffolding; it rather appears that the occurrence of development depends on how skillfully the expert manages the interaction between task and the novice's demands. The construct of ZPD specifies that development be impeded both by providing too much assistance, and by not withdrawing assistance such that the learner develops the ability to perform independently.

Some more efforts have been made to explore the potential of Vygotsky's original line of thinking. Wood (1998) developed an approach to tutoring which is based on an interpretation of the ZPD. The key principle of his approach is that support offered within the ZPD should be *contingent* upon the responses of the learner. Wood's principle of contingency suggests that the tutor adjusts the level of control depending on the learner's development of move and action. The level of support is thus contingent on the learner's progress within the interaction between the expert and the learner. The expert's task is to ensure progress in the learner while at the same time reducing the level of control. The learner decreases the level of reliance upon the expert's support as the learning sequence progresses. Faced with the persisting limitation of the metaphor of scaffolding, Stone (1993) proposed

to specify the communicative mechanisms involved in social interaction constituting the scaffolding process. One such concept that seems to have some promise as a means of understanding interaction within the ZPD is that of "prolepsis", which refers to a communicative move that challenges the listener to make sense of the situation in order to interpret the speaker's utterance (Stone, 1993; Rommetveit, 1979). Stone (1993) further states that the notion of prolepsis can be understood as a special class of communicative implications that are "conveyed *contextually* rather than logically (p. 173). In other words, prolepsis holds that the speaker should make an utterance relevant to the context and that the listener should assume it has taken place appropriately.

Daniels (2001) argues that there is a danger in the notion of scaffolding being applied so widely and frequently that it could lose any meaning beyond some reference to teaching and learning. Daniels adds, provided that the term has come into use without reference to a particular set of theoretical assumptions, it "runs the risk of being appropriated and transformed by almost any set of pedagogic and/or psychological assumptions" (p. 114). For instance, the overextended use of the term "peer scaffolding" or "peer tutoring" requires serious consideration. Jonathan Tudge and his colleagues have done much to clarify the potential for peer tutoring within a Vygotskian approach. The literature on peer tutoring suggests that the central characteristic of effective interaction is the establishment of collaboration and intersubjectivity among peers, but the findings of Tudge's (1992) study conclude that, even when intersubjectivity is achieved, positive outcomes such as

subsequent development may not result, and peer collaboration may not always lead to cognitive advance. He argues that all forms of social interaction do not necessarily yield benefits and that the circumstances in which social interaction facilitates development need to be carefully defined.

The nature of effective scaffolding in the ZPD varies depending upon a variety of factors, including the expertise of the helper, the task design, the goals of the task, and the proficiency levels of the learners. The productivity of learner interaction cannot be determined by merely looking at a single factor, but it is important to consider the relationship between task design and how each task is actually engaged in by particular learners. To understand how assisted interactions may have an impact on L2 learning and development, analyses of various learning opportunities as realized within a Vygotskian framework are essential.

2.3. Studies on scaffolded interaction as occasions for L2 learning

2.3.1. Expert-learner interaction

The Vygotskian sociocultural approach has been explored in SLA research to study the impact of mediated assistance on the ZPD in L2 development.

Scaffolding in the L2 would thus consist of the guided performance, generated by the more capable partner in collaboration with the L2 learner, which might facilitate the learner's advance to a higher level of language development. The first study to be reviewed is by Adair-Hauck and Donato (1994), which examines how the co-constructive maneuver between expert (teacher) and novice (students) enhances

the novice's learning in the ZPD. The study was implemented to challenge the prevalent grammar approach; that is, neither explicit nor implicit approach to teaching grammar acknowledges the critical role of the teacher in negotiating classroom grammar explanations. In a tutorial session based on a story in French, the learner's attention was brought to both the target form and the meaning within the contextualized setting. The data by Adair-Hauck and Donato (1994) illustrate the transition of the ability of constructing meaning from the teacher to the students and the students' increased progress in accomplishing the given task: "progression from one level to the next in the ZPD is largely the result of the communicative interaction that created the negotiation of meaning, coherence, and participation between expert and novice" (p. 541).

The second discussion relevant to the expert-learner dyadic interaction is Mondada and Doehler's (2004) study, which explores the interactive configuration of tasks in French second language classrooms. Emphasizing that learning is understood as being profoundly bound to social practice, they investigate how tasks are not only accomplished but also collaboratively organized by teachers and learners, leading to various features of classroom activities and their consequences for a socio-interactionist approach to learning. The analysis of classroom interactions revealed how the teachers' instructions are redefined within courses of action and how the learner's emerging linguistic competence is related to other interactional, institutional, and sociocultural competencies. These skills include the communicative means and interactive procedures that are necessary to work

variable resources and adapt them continuously to the local contingencies of the ongoing activities. The findings of their study call for a revision of the Vygotskyan concept of social mediation: the social construction of the learning situation invites us “to look at mediation not only as a means of collaboratively solving a problem and creating possibilities for learning, but also as an activity that participates in the ongoing construction of the situation” (p. 515). In this sense, the learner’s competence cannot be defined in a series of potentialities enclosed in the mind of an individual, but needs to be conceived of as capabilities that are embedded and expressed in contextually contingent social action.

2.3.2. Peer-peer interaction

Wertsch (1979) describes scaffolding as a dialogically produced interpsychological process through which learners become internalized with more capable peers. Donato (1994) extends its framework to peer-generated scaffolding and demonstrates that learners can mutually construct assistance and that what he refers to as “collective scaffold” promotes learners’ linguistic development (p. 46).

Donato’s (1994) study attempts to explain how peer interaction has the potential to foster appropriation of language development by learners who mutually form something of a collective expert, and who successfully carry out tasks that they might not have the ability to perform independently. In particular, the study strives to

answer the question of whether learners can exert a developmental influence on each other’s interlanguage system in observable ways.

That is, rather than to theorize that interaction has the potential to result in L2 development, this study attempts to examine how social interaction in the classroom result in the appropriation of linguistic knowledge by the individual (p. 39).

The students involved in the study were third semester students of French at an American university. Of 32 cases of collective scaffolding observed in a 1-hour planning session for an oral activity, 75% of the scaffolded help sequences were observed at a later time in the independent performance of the students when help was no longer available. Additionally, what is notable in this study is that the independent use of collaboratively constructed dialogues is not limited to the student who initially requested the help during the planning session; one of the other participants also appears to have benefited from the previous scaffolded help. Donato concludes that in the process of peer scaffolding, learners can expand their own L2 knowledge and extend the linguistic development of their peers.

In her significant contributions to the roles of peer assistance in L2 development, Ohta (1995, 2000, 2001) provides detailed discussions of contingent processes implicated in peer scaffolding and focuses on a range of interactional cues in which “developmentally appropriate assistance” is given among peers (2000, p. 52). Her findings support previous findings (Kowal and Swain 1997) that even less proficient peers are able to provide assistance to more proficient peers. In her 2000 study, Ohta analyzed a dyadic interaction between two students with different proficiencies of Japanese, Hal and Becky, across a role-play, a translation, and an interview task. The analysis details how Hal provided help when Becky

needed it most by orienting to cues through which Becky communicated whether or not she was continuing: the narrow transcription helped indicate subtle cues such as vowel elongation, false starts, pause fillers, and intonation contours to which Hal oriented in his provision or nonprovision of assistance. As a result of assistance, not only did Becky improve on her performance, but Hal became less responsive to her bids for help, withdrawing support as Becky increased in ability to self-regulate. Ohta (2000) concludes from her study that the provision of developmentally appropriate assistance is not only dependent upon awareness of what the peer learner is able to do, but also upon 'sensitivity to the partner's readiness for help' (p. 53). In her longitudinal study of L2 classroom learners of Japanese, Ohta (2001) traced the social and private speech of seven students over the course of eight months. Ohta argues that the benefits of peer interaction outweigh any negative evidence and that scaffolding, together with the internalization of the language, may result in the learner's opportunity to build "bridges to proficiency" (p. 125).

2.3.3. Recent views on the studies of expert-novice / novice-novice interaction

Recent studies support the need to enhance awareness of the contextual and interactional dimensions of L2 language use (Firth and Wagner, 1997), casting doubt upon the definition of 'native speaker' as model and standard for nonnative speakers (Hosoda, 2006; Kasper, 2004; Kurhila, 2001). This approach to language-in-interaction takes a view of social reality as interactionally constructed

rather than existing independently of interaction, and of meanings being achieved through negotiated interaction. The growing literature on NS-NNS or NNS-NNS data contributes to an increasing appreciation of less linguistically capable participants' interactional competence, taking up such longstanding SLA topics as repair and error correction (Hosoda, 2000, 2006; Wong, 2000). Rampton (1990) has proposed the category of "nativeness" as opposed to that of "expertise", arguing that "expertise" is learned rather than fixed or innate, as well as being both relative and partial. Rampton's notion of expertise is compatible with the findings of Kasper's (2004) study according to which membership in social categories is not treated as a stable attribute. In her analysis of dyadic German conversation for L2 learning between a novice and an expert, Kasper found that although the participants' social attributes of target language expert and novice were omnirelevant² in the setting, the participants displayed the shifting orientations to such membership categories as movie watchers and female acquaintances on one occasion, and target language expert and novice on the other occasion. The shift from topical talk to a metalingual focus is always triggered by the nonnative speaker, and in these metalingual exchanges, code switching to English worked as one device by which the nonnative speaker requested a correct target language format from the native speaker.

² Sacks (1992) defines omni-relevancy as "one that is relevant to a setting via the fact that there are some activities that are known to get done in that setting, that have no special slot in it, i.e., do not follow any given last occurrence, but when they are appropriate, they have priority" (p. 313).

2.4. Mechanisms of scaffolding and learners' development in the ZPD

Further examination of types of scaffolding in L2 contexts reveals that language development demonstrated in the related studies is not merely based on the explicit/implicit dichotomy of scaffolded assistance by the expert peers (Adair-Hauck and Donato, 1994; de Guerrero and Villamil, 2000). Aljaafreh and Lantolf (1994) identified some important characteristics of scaffolding by observing development of three learners over a two-month time period. Their study is crucial for the way in which it characterizes L2 development: it does not only consider changes in the learner's linguistic performance with respect to its accuracy, but also documents development in the type of help required to guide the learner's performance. At one point, a learner's regulation requires direct and explicit intervention from the tutor while at a later point, the same learner elicited assistance that is less explicit and less extensive as she was able to modify her production more independently. This greater learner control represents a different underlying psychological feature that changes over time. According to Aljaafreh and Lantolf, effective decision-making on the tutor's part should be *graduated* (sensitive to the learner's help required), *contingent* (offered only when needed), and *dialogic* (achieved through the medium of dialogue). Their findings suggest that different learners often have different ZPDs for the same target language form, and consequently require different levels of help. This is an important point, considering the earlier discussion of Vygotsky's formulation of the ZPD, because the types of

regulation provided for the learner are determined by the tutor's careful assessment of both actual and potential levels of development in the learner.

Adair-Hauck and Donato (1994) reported their experiment in which a French language expert negotiates and mediates a grammar explanation with a novice student within the ZPD. Their findings illustrate that the expert's carefully guided scaffoldings (including both 'contingent' and 'graduated') did assist the novice to co-construct meaning with the expert and that there was a sequent shift in the novice's role within the ZPD from other-regulation to self-regulation, or moving from interpsychological to intrapsychological planes. de Guerrero and Villamil's study (2000) adopted a microgenetic approach to analyze evidence of the learner's self-regulation through mutual scaffolding in L2 peer revision. They observed the writer's gradual self-control over the assigned task as it proceeded. The student who was "the reader" provided other-regulation by instructing or giving mini-lessons, which is a type of scaffolding mechanisms that allows the students to exteriorize their expertise and offer each other knowledge about language. Another scaffolding mechanism that promoted the interaction was contingent use of L1. The L1 was beneficial for making "explicit connections between both languages that might facilitate expressions in the L2" (p. 64). From a pedagogical standpoint, they claimed that stifling the use of L1 in the classroom situations might remove effective collaboration among students and their freedom to deploy this psychological tool to meet the demands of learning a second language. Furthermore, not only did they witness the emergence of the writer's self-regulation

prompted by the reader's help but also the opportunity for the reader to grow in strategic assistance and collaboration.

Some L2 research provided empirical support for Vygotsky's (1978) claim that development and performance in an individual's mental system (internalization) are not uniform and linear, but dynamic and irregular: "(development is) a complex dialectical process, characterized by periodicity, unevenness in the development of different functions" (p. 73). The nonlinearity of learner development could cause instability in the internalizing processes, which researchers refer to as "regression" or "backsliding." Lantolf and Aljaafreh (1995) discuss the fact that regression appears not only in the linguistic features produced by the learner, but also in the quality of scaffolding as other-regulation negotiated between learner and expert. Their study shows that the learner's regression is not at all unusual but rather to be expected for any kind of development, e.g. linguistic development, which forms an integral part of "a dialectical dynamic process of mental activity" (p. 62). Regression is not simply a unique phenomenon to novice learners; it is also present in the case of so-called experts or accomplished performers, including native speakers or writers of a language (p. 63). When individuals start to lose control or to experience regression in certain social/mental activities, they often undertake to regain control through self-regulatory strategies—strategies that help them to reestablish self-regulation and, hence, automatization. Therefore, development is a dynamic and non-linear activity in a sense in which individuals do not simply move from one stage to the next and end up as autonomous ultimate achievers.

Most L2 research based in SCT so far has addressed the effects of social interaction within the ZPD on learners' performances documented at a single point in time, and consequently has failed to provide long-term follow-up data that can track features of the learners' subsequent abilities across relevant linguistic contexts. Lantolf and Thorne (2006) emphasize the importance of research that entails the study of "change over time" in understanding development (p. 286). My study, therefore, will pursue these considerations by taking as its focus of attention the learners' appropriation of the scaffolded help and their capacities of applying more abstract properties of language (e.g., restructuring L2 knowledge) in the subsequent interactional opportunities with peers.

CHAPTER 3

THE STUDY

3.1. Purpose of the study

The present study is a longitudinal investigation of how L2 learning is appropriated for development through socially mediated interactions. As for the ZPD in L2 contexts, learners are expected to reach a higher level of performance by supportive behaviors from others, that is, scaffolding, and to develop the ability to accomplish tasks independently, or without assistance from others. The results of my pilot study conducted in 2005 revealed that the limitation of the time designated for the data collection (a two-day span of observation) only made it possible to observe the impact of assisted interactions with the experts (native speakers of Japanese) on the learners' self-regulation but not so far as to demonstrate their new L2 competence that may provide help for other peer learners in the subsequent performances. However, the findings of my 2005 study showed that the interaction with the expert facilitated the emergence of L2 learning, providing evidence that the learner's language development depends on how effectively expert scaffolding is rendered in interaction: scaffolding by the native speakers consisted of not only implicit feedback such as reformulation but also explicitly guided help including brief grammatical explanations. The students' subsequent interactions with other classmates resulted in evidence of self-regulatory control

(e.g., self-initiated correction, enhanced monitoring of speech) over their oral production. One of the examples is presented below:

First day: Native speaker (NS) and Student 1 (S) pair

- NS: Hawaii no tabemono de naniga ichiban oishiidesuka.
What is the best Hawaiian food?
- S: "Saimin" ga ichiban oishiidesu.
"Saimin" is the best food.
- NS: *Oh...you just said "oishiidesu", but it's like your opinion, right?*
- S: Oh...oishii **to omoimasu**.
Oh...I think it is the best.

Second day: Student 1(S) and Peer (P) pair

- P: Papa Jonzu to Pittsa Hatto to dochirano...oishii...yori...oishii... sukidesuka.
Which is...better...than...like...Papa Johns or Pizza Hut?
- S: Soodesuneee, aaaa, Papa Jonzu no hooga Pittsa Hatto yori oishii...**to omoimasu**.
Well...well...I think Papa Johns is more delicious than Pizza Hut.

There has been a series of studies on how appropriate assistance allows the learner to move through stages of other-regulation to complete self-regulation, the stage when he or she gains independent control of problem solving (DiCamilla and Antón, 1997; Donato and Lantolf, 1990; Ohta, 1995, 2001; Swain and Lapkin, 1998). However, no research has been done to examine how gains attained in guided interaction with experts may affect learners' abilities when they engage in subsequent interactions with peer learners.

The present study, prompted by the hope of further understanding the nature of L2 learning based on socially mediated interactions, has two intents. First, the study is an attempt to analyze the emergence of L2 learning through scaffolded collaborations between novice JFL learners and expert partners (native speakers of Japanese). The study's second endeavor is to investigate how the expert-and-

learner collaborations on the assigned tasks will have an impact on the learners' abilities to achieve self-regulation and "pass on" their new L2 competence in interactional activities with peer learners.

Considering the goals of the present study above, I will address the following research questions:

1. Are linguistic items (vocabulary, morphology, syntax) assisted by the expert in expert-learner interactions used accurately and fluently by the learner in subsequent interactions with peers?
2. Do learners who have been scaffolded in their production of a given linguistic item by the NS in the expert-learner interactions demonstrate the capacity to serve as competent scaffolders of the same item in subsequent interactions with peers?

3.2. Analytical framework

Most of the L2 scaffolding-within-the-ZPD studies reviewed above (Adair-Hauck and Donato, 1994; Aljaafreh and Lantolf, 1994; de Guerrero and Villamil, 2000; Lantolf and Aljaafreh, 1995; Ohta, 1995, 2000;) share a qualitative, emic perspective on L2 learning that allows the observation of the very moment of potential language development. The need for such observation was most eloquently stated by Vygotsky (1978), who claimed that a thorough, minute investigation of psychological processes is essential in the study of development.

Any psychological process, whether the development of thought or voluntary behavior, is a process undergoing changes right before one's eye. The development in question can be limited to a few seconds, or even fractions of seconds...Under certain conditions it becomes possible to trace this development (p.61).

This type of analysis is called a “microgenetic” analysis, the primary concern of which is to scrutinize psychological processes in interactions (Wertsch, 1985). Vygotsky argued for the need to include this type of microgenetic analysis in psychological investigation. Vygotsky pointed out that by neglecting to identify the genetic process, learning and experimental studies often fail to utilize what may be the most interesting data they generate. Microgenesis, as Vygotsky himself put it, is able to “grasp the process in flight” (p.68).

The present study aims to investigate how Vygotsky’s sociocultural concept of learning as a process of moving from interpsychological to intrapsychological planes will reflect the learner’s self-regulation and scaffolding behavior in collaborative interactions with other peers. I will adopt a microgenetic approach by which moment-to-moment shifts in the participants’ behavior are noted and examined for evidence of learners’ L2 learning and development which is hypothesized to be realized through dialogic interaction between learner and expert.

3.3. Methodology

3.3.1. Data collection

The data analyzed for this study were collected from audio recordings of sixty-three dyadic interactions (expert-learner and learner-learner dyads). The study is conducted in an intact second-semester beginning Japanese class at a university located in the Pacific Rim. Data analysis included transcribed interactions of fifty-three pairs (530 minutes worth of recording), and follow-up written and oral

interviews with the students involved in this study. The transcribed data was used for the purpose of microgenetic analysis, that is, social interactions in the classroom were scrutinized in order to observe: 1) moment-by-moment changes in behavior that might signal development of L2 learning or self-regulation (internalization) through mediated assistance; 2) demonstration of the learner's new competence to scaffold other peers in assigned activities. Transcription conventions are shown in Appendix A.

3.3.2. *Participants*

The focal participants in this study were four native speakers of Japanese, aged 25 to 29, and thirteen second-semester Japanese (JPN 102) students at the University. The students' average age is 19. Two of the native speakers were undergraduate students and the other two were graduate students and had no previous Japanese teaching experiences. These expert participants were selected based on their willingness to participate in the study. Prior to each session, I, as the researcher of the study, had a preparatory meeting with the native speakers to discuss the content of each interactional activity³.

³ Each assignment provided for the native participants included a sample of topic conversation containing target grammar structures and some basic grammar tips for assisting the learners in the activity. I recommended that the native partners help the students with any important phrases or expressions in writing during the activity. It should be noted that the native speakers' role was to assist the students as their proficient language partners, not as linguistic experts. As the researcher of this study, this is part of my pedagogical concern of whether such occasions of inviting native speakers to a language class would benefit the learners' potential learning and language development.

3.3.3. Study design

The study was conducted throughout the fall semester of 2006 with seven classroom sessions (twenty minutes each session) in which these four native speakers were invited to the classroom to engage in conversations with the assigned students. In each of these sessions, the students alternated between pairing off with a native speaker and with a classmate. For each session, the class was assigned a conversational task that would allow the students to incorporate both new and learned grammar structures into the discussion of the topic with their conversational partners. Each session was divided into two sub sessions, which lasted ten minutes each. The first half of the session included four expert-student pairs (exposure group) and one student-student pair (student-only group). The rest of the student pairs did the same activity during the session. The second half included three student-student pairs as exposure groups⁴ and one student-student pair. Each student had a chance to interact with at least two native speakers over the course of the semester. The group formation for the study is presented in Table 1.

Table 1 Group formation for a class of 14 students⁵ (A~N) with 4 native speakers (NS)

Session	Time	Student with NS partner	Student with student
1	10	A+NS B+NS C+NS D+NS	<u>EE</u> GH IJ KL MN
	10	AB CE DF	<u>GI</u> HJ KM LN

⁴ The exposure groups for the second half of the session have two different sub groups: one group consists of two students who both paired with the native speakers; the other two groups consist of students who paired with the native speakers and those who did not.

⁵ One student withdrew from the class during the semester.

2	10 10	E+NS F+NS G+NS H+NS EF GI HJ	<u>IJ</u> AK BL CM DN <u>KM</u> AL BN CD
3	10 10	I+NS J+NS K+NS L+NS IJ KM LN	<u>MN</u> AE BF CG DH <u>AH</u> DE BG CF
4	10 10	M+NS N+NS A+NS B+NS MN AH BI	<u>CK</u> DF EG HI JL <u>DG</u> CF EL JK
5	10 10	C+NS D+NS E+NS F+NS EF CK DA	<u>BH</u> AJ GM IN LK <u>BM</u> HN GJ IL
6	10 10	G+NS H+NS I+NS J+NS GH IL JK	<u>AF</u> BD EK CLM <u>AC</u> BE DFM
7	10 10	K+NS L+NS M+NS A+NS AK LC MH	<u>GB</u> CF HI DEJ <u>GE</u> DI BFJ

- Each session consisted of seven exposure groups and two student-only groups (underlined). Interactions of these groups are audio-recorded.

Each group was assigned a collaborative oral activity⁶ by the researcher to perform at some point during the classroom hour. Analysis examined whether the collaborative activities with the experts provided each learner with 1) the ability to attain internalization (or self-regulation) in the subsequent interaction with a peer; and 2) the use of interpsychological ability as a resource for scaffolding the peer partner.

3.3.4. *Interactional activity*

For the interactional activities, I assigned the class a variety of conversational tasks to control the content of the activities including key grammatical items that were identified by experienced instructors as “difficult for learners at this level”. Table 2 illustrates the time frame and the target structures introduced in the study.

⁶ Samples of the oral activities are presented in Appendix C.

Table 2 Research time frame and target grammatical structures

Session	Target grammatical structures	Lesson
Session 1	Adjectives (present/past/positive/negative)	6
Session 2	<i>~te imasu</i> (state of affairs), <i>mada~te imasen</i> ('not~yet')	7
Session 3	Adjectives, <i>~te imasu/mada~te imasen</i> , <i>~tai</i> ('want to~'), <i>~takunai</i> ('don't want to~')	6/7
Session 4	Connecting adjectives/nouns	8
Session 5	Comparative/superlative sentences, <i>donna~</i> ('what kind of~')	9
Session 6	Connecting adjectives/nouns, comparative/superlative sentences,	8/9/10
Session 7	<i>~tara</i> ('if/when'), <i>~to omoimasu</i> ('think that~'), <i>~to omotteimasu</i> ('thinking of ~')	11

- The textbook used for the lessons is *Situational Functional Japanese Vol. 1 and 2* by Bonjinsha Co., Ltd.

Besides these key grammatical components, this study was concerned with the learner's appropriation of other morphological/lexical items that were newly introduced by the native speakers through dialogic, guided interactions⁷. The roles of the native speakers were not only to focus on form and correct mistakes made by the learners but also to "guide" the learners so that they can use the target linguistic items from one context to new contexts of natural, coherent conversations.

Each collaborative activity was carefully designed to facilitate the learner's recycling and/or restructuring of the targeted instructional items throughout the entire sessions. The reason for the inclusion of the targeted instructional items in each succeeding session was to observe the effects of earlier expert-learner interactions on the learner's subsequent performance (i.e., growth in the ZPD) and

⁷ New grammatical items include *-tari* (sequence of actions) and *-takotoga aru* (experience).

to determine whether the learner's new capacity may serve as a resource for scaffolding peer partners in subsequent interactions.

3.3.5. Interviews

In recent years, more qualitative studies have employed an *emic*, participant-based approach to second language research over the dominant *etic*, researcher-based data treatments of language learning in cognitive SLA. As the researcher of this study, I find it valuable to investigate phenomenon that are not directly observable, such as the learners' subjective views of cultural practices and learning through the conversational activities with the native speakers and with the peer learners. Written and oral interviews with all students who participated in this study were conducted respectively during the fall semester of 2006.

The written interview, administered to the students at the midpoint of the semester, was purposed to elicit the students' reflections on the conversational activities with the native speakers and the peer learners. The interview included questionnaires regarding the general impressions of the scaffolded interactions with the native partners, and the effects of written/oral feedback from the native speakers on their subsequent performances (e.g., self-regulation, ability to scaffold other peers) with the peer learners. The return rate for completed questionnaires from the students was 100%.

The oral interview with each student was conducted at the end of the semester. The interview session was held on a semi-formal to informal basis, and

was taped on a digital voice recorder for later transcription. In this interview, the students were asked to reflect upon what they previously described on the written interview and make overall comments on their learning experiences as the participants of this study.

3.4. Procedures for analysis

The micro-analysis of the present study intends to identify evidence of the discursive roles of scaffolding and its relationship to the emergence of L2 competence in an individual learner from two distinct conversational settings: expert-learner and learner-learner dyads.

Analysis of the expert-learner dyads focuses on how their interactions would unfold as native and nonnative participants displayed their respective orientations to different dimensions of scaffolding behaviors through dialogic negotiation within the ZPD. The analysis also includes the investigation of 1) what kind of differential language expertise will invoke scaffolding in the interactional sequence of talk; 2) how a different range of scaffolding behaviors by the expert will manifest itself through dialogic collaborative interaction with the learner; 3) how scaffolding negotiated and mediated between expert and learner will contribute to the emergence of self-regulation in the learner. The present study considers the relevancy of differential language expertise based on some of the findings addressed in the previous CA studies: language expertise is made relevant a) when one participant invites the other party's repair (Hosoda, 2006); b) when it is invoked

by the L2 speaker in the form of code-switching (Kasper, 2004); and c) when it is triggered by L2 speakers' activities that display linguistic trouble (Kurhila, 2004).

Analysis of the learner-learner dyads examined the collaborative construction of interactions in order to investigate 1) evidence of internalization (self-regulation) in the learner's subsequent performance with a peer partner and 2) presence of peer scaffolding as externalization of self-regulation attained through the expert-learner interaction. For the evidence of internalization, this study mainly identified the learner's self-regulation on the basis of the following criteria: independent production of the linguistic features for which the learner had received assistance from the native speakers in identical or near-identical interactional contexts; use of private speech; nonverbal/verbal signals⁸ (e.g., pause, pause filler, laughter) that may precede the production of the relevant target items. The analysis of peer scaffolding consists of the identification of the learner's assistance with the relevant L2 items that were scaffolded by the native speakers; and of the examination of how assistance is being negotiated and unfolded between the learners as evidence of socio-interactional roots.

3.5. Operationalization: Evidence of learning through social interaction

To gain a better perspective of the present data in the next chapter, it is important to define and operationalize different behaviors of regulation in the learner that are

⁸ It should be made clear that the results of this study are based solely on what was audio-recorded in the course of interactions. Therefore, the categorizations of evidence of self-regulation are limited to what could be inferred from the audiotapes. I recognize that extralinguistic behaviors may have occurred during nonverbal signals (i.e. pauses) and have been left unanalyzed.

revealed through social interaction. This section will briefly demonstrate some representative examples that are indicative of other regulation, prolepsis, and evidence of internalization (self-regulation) following private speech and nonverbal/verbal behaviors (e.g., laughter, pause and pause filler). In this study, identification of private speech and other nonverbal and verbal signals is an important focus of the analysis because they are considered to be a component of the self-regulatory process that the learners are engaged in.

The following example illustrates that the native speaker provides other-regulation when the learner produces the erroneous sentence in the expert-learner interaction:

Example (A) Other-regulation

(NS: Native speaker L: Learner)

- 1 L: demo, eiga o::: eiga (2.0) mada mimasen. ((morphological error))
But, the movie::: I don't yet (2.0) watch the movie.
- > 2 NS: eiga wa mada **mite** (0.5) **imasen**.
I haven't (0.5) watched the movie yet.
- 3 L: miteimasen.
Haven't watched it.

In the example presented below, the same learner shows a sign of internalization (self-regulation) over the L2 item that was previously scaffolded by the native speaker in the subsequent peer-peer interaction. Notice that the learner's independent production of the scaffolded item is evidenced by the pause filler *a:::* that precedes it (line 2).

Example (A-1) Internalization

(L: Learner P: Peer)

1 P: =mimashitaka.

=*Did you watch it?*

-> 2 L: iie a:: **mada miteimasen.**

No a.: I haven't watched it yet.

3 P: mada <mimasendeshita>. ((aspectual error))

I didn't watch it yet.

The expert's scaffolding behavior in the next example is characterized as prolepsis (Stone, 1993). In the example below, the native speaker, through dialogic negotiation, has constructed effective assistance through co-construction by challenging the learner in hypothesis construction. The proleptic approach in which the expert guides the learner to consciously notice the linguistic form is a procedure that may facilitate a restructuring the learner's grammar (Antón, 1999). The expert partner repeats the partial answer in line 2, elongating the final vowel in a prompt for the learner to continue. Then, in line 3, the learner is successfully able to reformulate her sentence, and the two move on to resume their topical talk.

Example (B) Prolepsis

1 L: sensee ga <iidesu>. ((error: tense))

The teacher < is> nice.

-> 2 NS: **sensee ga::=**

The teacher=

-> 3 L: = **yokattadesu.**

= was nice.

4 NS: sensee ga yokatta.

The teacher was nice.

The following pair of interactions illustrates the learner's externalization of private speech to gain self-regulation. In Example (C), the learner's response is

more than a simple uptake of the L2 form; she produces the correct form with the laughter followed by the private speech in English *oh, oh* (line 3). The laughter suggests that she becomes aware of the error she made in line 1, and that she shows signs of self-regulation (Aljaafreh and Lantolf, 1994). Example (C-1) illustrates that through the extensive use of private speech the same learner has gained greater self-regulatory control of the same L2 item in the subsequent performance with her peer (line 3).

Example (C) Self-regulation through laughter

- 1 L: *ie, mada <yondeimashita>? ((aspectual error))*
 No, yet <was reading>?
- 2 NS: *yondeIMASEN.*
 HAVEN'T read it.
- > 3 L: *((laugh)) oh, oh, yondeimasen.*
 ((laugh)) oh, oh, haven't read it.

Example (C-1) Independent control through private speech

- 1 L: *Harry Potter o yomimash- wait, wait, wait, Harry Potter o*
 yomimashitaka.
 Harry Potter read- wait, wait, wait, did you read Harry Potter?
- 2 P: *hai.*
 Yes.
- > 3 L: *watashi wa Harry Potter 5 and 6 wa mada <yomimasen>,*
 yomima-, what? Uhhh...how do I say that? yonde(.)imasen.
 ((aspectual error))
 I <don't> read Harry Potter 5 and 6 yet, read, what? Uhhh...how
 do I say that? Haven't read it.

In the following two chapters, I will present the data analysis. The data will include description and analysis of scaffolded interactions with the expert (native speaker) and their effects on the learners' L2 abilities to perform in the subsequent interactions with peers. The focus of analysis in Chapter 4 is on the expert-learner

interaction in terms of 1) different occasions of help negotiated between the expert and the learner during conversational activities; and 2) their effects on the learner's increasing ability of self-regulation within the activities. The first section of Chapter 5 will mainly scrutinize the learner-learner data for evidence of learner self-regulation (internalization) over the particular L2 items assisted by the experts; the second section of the chapter will examine the possibility that the learner's self-regulation may be externalized as a new L2 ability to provide assistance with the relevant L2 forms in the subsequent performance with peer.

CHAPTER 4

DATA ANALYSIS I

4.1. Analysis A: Expert-Learner interaction

The first section of this chapter will focus on the expert-novice data to investigate how the expert and the learner orient to scaffolded interactions in the contingent development of conversation. The analysis includes the examination of different occasions of scaffolding relevant to differential language expertise (e.g., other- and self-initiation of help); and how the interaction between the expert and the learner will contribute to the learner's increased self-reliance (self-regulation) in areas where expert assistance was previously elicited by the learner.

4.2. Data

4.2.1. Other-initiation of help

The transcribed data of the expert-learner in this study reveal that the expert participants provide various scaffolding resources through dialogic interaction. The expert's discovery of the potential developmental level of the learner and the provision of appropriate help is realized through a dialogic activity that unfolds between more capable and less capable individuals. In the present data, dialog in interaction is the means by which expert help is appropriated by the learner, while the expert adjusts his or her response to the learner's talk, serving the functions of facilitating the accomplishment of the mutual goal of the communicative task. Therefore, the learner's production of particular linguistic forms in L2 alone is not

the concern of this study; the focus of analysis is also on the examination of the possibilities that the expert's scaffolding, or socially-mediated interaction, may impact on the learner's ability to self-regulate and/or restructure the L2 knowledge in the unfolding of the conversational activity.

The first set of data displays instances in which the native speakers provide scaffolding for the learners' erroneous production of L2 linguistic forms during the engagement of the conversational tasks. The following excerpt shows how the expert's provision of help with the target item emerges in the contingency of interactional sequences and is implicitly realized through negotiation between expert and learner.

Excerpt [1] Yasu: NS Ethan: learner
(Week 3: Session 2)

- 1 Yasu: am, Davinci Code no hon wa mada yondeinai. keredo, Davinci Code no eiga, wa moo mita. Ethan wa?
am, I haven't read Davinci Code, but I already saw the movie. How about you, Ethan?
- 2 Ethan: a:: watashi wa hon o (1.0) yomimashita.
a:: I read (1.0) the book.
- 3 Yasu: yomimashita.
You read it.
- > 4 Ethan : demo, eiga o::: eiga (2.0) mada mimasen.
But, the movie::: I don't yet (2.0)watch the movie. ((morphological error))
- > 5 Yasu: eiga wa mada mite (0.5) imasen.
I haven't (0.5) watched the movie yet.
- 6 Ethan: miteimasen.
Haven't watched it.
- 7 Yasu: ((Writing)) miteimasen.
((Writing)) haven't watched it.

In this segment, other-regulation in interaction is triggered by the morphological error produced by the learner Ethan. The data reveals that the repair sequence in this excerpt appears similar to the one observed in ordinary conversations: efforts directed at problems in understanding by someone other than the speaker of the troublesource utterance are typically initiated in the next turn, that is, the turn coming immediately after the troublesource turn (Schegloff *et al.*, 1977). Notice that in line 4, the learner's utterance shows a sign of disfluency, which is indicated by the repetition of the word *eiga*, the extension of the particle *o:::*, and the two-second pause followed by the troublesource *mada mimasen*. In line 5, instead of explicitly correcting the learner's speech, Yasu, the native speaker, implicitly responds by providing the reformulated sentence after a five-second pause. In this sequence of interaction, Yasu is displaying "contingent responsivity", the ability to read "tutee's cues and signals related to learning, affective and motivational needs, and then to respond in a timely and appropriate way" (Lidz, 1991, p. 109). Yasu's reformulation accompanying the prosodic move (.5 pause) is successful in that it seems to facilitate noticing the problematic form in the learner's production. In the following line, Ethan accepts the repaired form in repetition with no disfluency. Yasu, then, provides further assistance by presenting the repaired item in the written form (line 7). This interaction shows that it is the dialogic construction between expert and learner that only makes it possible for the expert to assess the learner's ZPD and tailor help to those conditions. A successful accomplishment of the help on the expert's part rests upon the mutual identification

of the target linguistic form that is contextualized in the on-going talk-in-interaction (Mondada and Doehler, 2004).

In the following excerpt, we observe that other-initiation of help by the expert, through dialogic interaction, develops into further negotiation of meaning in context with the use of the learner's L1 (English).

Excerpt [2] Erika: NS Liz: learner
(Week 8: Session 5)

- 1 Liz: aaa.: kurasu wa (1.0) nani o kurasu wa.: <motte motteimas->
((error: verb choice))
Uhh.: classes (1.0) what classes are you <havin->
- 2 Erika: totte, totteimasuka.
take, taking?
- 3 Liz: °totteimasu°.
°taking°.
- 4 Erika: You mean what class are you taking?
You mean what class are you taking?
- 5 Liz: Yeah, yeah, so it's mot-
Yeah, yeah, so it's hav-
- 6 Erika: totte.
take.
- 7 Liz: totte.
take.
- 8 Erika: ((writing)) 'totteimasu'.
((writing)) *take.*
- > 9 Liz: That means=
That means=
- > 10 Erika: ='taking'.
='taking'.
- > 11 Liz: taking.
taking.
- > 12 Erika: Yeah.
Yeah.
- > 13 Liz: So 'motte' means like 'having'?
So 'motte' means like 'having'?
- > 14 Erika: [having, yeah.
[having, yeah.
- > 15 Liz: So it doesn't work pretty well for that. ((laugh)) ok.

uptake (line 17) following their interactional sequences negotiated through the use of the learner's L1. In line 5, Liz confirms Erika's question by saying *Yeah, yeah*, but still continues to produce the initial verb form *motte* ('have'). Although the presence or absence of uptake, even successful uptake, is not always indicative of the extent to which the learner notices the recast or benefits from it (Mackey and Philip, 1998; Loewen and Philip 2006), Liz's initial uptake (°*totteimasu*°) uttered in a quiet voice is not considered to be successful in such ways as it enables her to self-regulate her utterance in the immediate turn, which is followed by another reformulation initiated by Erika (line 6). Following the learner's uptake of the reformulation, Erika presents the target verb form *totteimasu* in writing (line 8). Then, Liz's code-switch to L1 (line 9) to initiate negotiation of the meaning of the target verb *totteimasu* ('taking') indexes the shift to metalanguage talk, which begins from line 9 to line 16. However, the minimum responses on the part of the expert (lines 12, 14, and 15) suggest that Erika is not the only mediator of the metalanguage talk; the learner is also guiding Erika to adapt her mediation to the learner's needs in the ZPD. In lines 13 and 15, the learner uses the L1 to confirm her understanding of the use of the verb form *motte*. The incorporation of the written feedback and the L1 into the metalinguistic discussion leads the participants to reflect on and analyze the particular use of the verb that is embedded in the conversation. In line 17, the learner shows increased self-regulation over the repaired form, compared to her initial uptake observed in line 3. The data illustrates that the use of the L1 as a mediating resource to facilitate development in the learner's ZPD acts as a critical

psychological tool that can lead the learner's ability to move from the interpsychological to intrapsychological domains (Antón and DiCamilla, 1999).

The following excerpt is another instance in which scaffolded interaction results from the expert's provision of other-initiated help. In the previous excerpts of expert-learner data, other-initiation of help is invoked by the learners' production of grammatical errors; in this interaction, however, the expert scaffolds the learner in the pragmatic use of a new linguistic form that is culturally constructed in the particular conversational context, and the extensive use of L1 mediates the learner's negotiation with the expert not only for metalinguistic attention to the new L2 item but also for more active conceptual learning of the target language.

Excerpt [3] Erika: NS Diane: learner
(Week 9: Session 6)

- 1 Erika: hima na toki wa:: nani o shiteimasuka.
When you have spare time, what do you do?
- 2 Diane: (.)
(.)
- 3 Erika: 'hima na toki' is when you have spare time;
'hima na toki' is when you have spare time;
- 4 Diane: (2.0) terebi o mite:: ((laugh)) =
(2.0) watch TV:: ((laugh)) =
- 5 Erika: ((laugh))
((laugh))
- 6 Diane: = bowling o shite:: e:: benkyoo shimasu.
= go bowling and study.
- 7 Erika: a::
O:h
- 8 Diane: And nemasu.
And sleep.
- > 9 Erika: nemasu. ((laugh)) maybe you can say like 'terebi o mitari::'
Sleep. ((laugh)) maybe you can say like 'watch TV::' ((Expert provides an alternative version.))
- > 10 Diane: mitari? What is the difference, 'mitari' and 'mite'?

- mitari? What is the difference, 'mitari' and 'mite'?*
- 11 Erika: uhhh
uhhh
- > 12 Diane: Is it more like formal or more polite?
Is it more like formal or more polite?
- > 13 Erika: It's more common.
It's more common.
- 14 Diane: Oh, mitari
Oh, watch
- 15 Erika: [mitari::
fwatch
- 16 Diane: So how about shita- <shiteri>? ((error: verbal conjugation))
So how about d- <shiteri>?
- 17 Erika: (1.0) shi- shitari::
(1.0) d- do::
- 18 Diane: shitari::
do::
- 19 Erika: Yeah.
Yeah.
- > 20 Diane: Everything is 'tari'.
Everything is 'tari'.
- 21 Erika: [mitari:: shitari:: yeah.
fwatch or do yeah.

In this excerpt, the contingent use of L1 enhances the learner's participation in the extended semantic analysis of the new L2 form. In this exchange, the learner is no longer a passive interlocutor of the assisted interaction, but the learner's active learning through mediation in L1 provides her with a psychological tool to evaluate and understand the meaning and the pragmatic use of the L2 form. For instance, in line 1, Erika's first question mediated only in L2 seems to fail in eliciting Diane's answer. However, as soon as Erika contributes the L1 version of the question, Diane is able to construct her sentences in L2 (lines 4, 6 and 8).

Another notable example is Erika's initiation of providing the alternative verbal form *mitari*⁹ instead of the initial form *mite* produced by Diane in line 9: in this sequential segment, the expert's other-regulation of the pragmatic use of the language triggers the learner's collaborative semantic analysis using L1 with the expert (from lines 10 to 12). Erika's use of English for a brief reasoning of the preferable use of the verb *mitari* in the learner's L1 promotes the learner's understanding of why they are using a particular linguistic form in the given interactional context (Donato, 1994; Swain and Lapkin, 1998), which is evidenced through her inner speech *oh* (line 14). In his discussion Heritage (1984) states that "oh" is regularly used as a receipt object to other-initiated repair. In line 12, Diane proposes an understanding of what Erika had intended (line 9), inviting Erika to confirm (or disconfirm) the adequacy of the initial proposal. According to Heritage (1984), a confirmation (or disconfirmation) in the subsequent repair sequence is receipted with an "oh" as a resource for the accomplished "change-of-state" proposal (p. 320). In this data, therefore, the learner's receipt *oh* reflects the achieved change of state in her knowledge and is externalized as a token of prior trouble being remedied. Following Erika's restatement of the verb form, the English word *So* at the beginning of the learner's utterance in line 16 can be identified as private speech, which exhibits her further attempt to understand and restructure the

⁹ The verbal form of *-tari* is used when the speaker makes an example list of verbs among a possible larger list. The *-te* form of the verb, on the other hand, is usually used to describe a sequence of event. In the given context of the interaction, Erika judges that the *-tari* form is more appropriate because Erika's question is to ask Diane to give a few examples out of things that she may do in her spare time.

relevant L2 form for confirmation; however, her control of the construction of the target form verb fails (line 16). Erika's other-regulation in contingency allows the learner to access the correct L2 form more readily and to confirm her understanding of the new L2 knowledge with the expert (line 20). This segment of interaction between expert and learner shows that the discursive use of L1 to explain the different verbal endings serves as a very important strategy of semiotic mediation (Guerrero and Villamil, 2000) and operates on the intrapsychological plane as well as on the interpsychological plane. The handling of both languages on the part of the expert partner serves to make connections between one language and the other that might help the learner to reflect upon the language use embedded in the on-going context of interaction. Erika contributes the ideal linguistic form, and Diana is able to analyze the appropriate inflected form only after engaging in dialogic constructive interaction with her partner.

4.2.2. Self-initiation of help

A closer look at the corpus for my study reveals that the providing of scaffolding is not always triggered by the native speakers. The emergence of other-regulation is also made evident in response to particular verbal behaviors by the speaker of the troublesource. Hosoda (2000, 2006) mentions in her study that other-repair is most likely to occur when a speaker exhibits verbal or non-verbal resource (e.g., gaze, posture, and head tilts) that seems to self-initiate the repair. The focus of the repair analysis in this study is strictly on the learners' verbal

behaviors because of the nature of the data collection (audio-recorded transcriptions only).

The L2 speakers often attempt to solicit conversational help from their interlocutors by means of word searches and requests for confirmation: they occasionally stop the turn constructional unit (TCU)¹⁰ in sequence in order to check the correctness of their L2 production. In such cases, the L2 speakers mark the repairable item with a try-marker (Sacks and Schegloff, 1979) accompanied by sound stretches and/or cut-offs. The following excerpt characterizes the learner's self-initiating repair practice in which she makes her limited L2 expertise relevant:

Excerpt [4] Erika: NS Mara: NNS
(Week 9: Session 6)

((Erika is asking Mara why she thinks studying accounting is boring.))

1 Erika: Why?
Why?

2 Mara: Because (1.0) a:: I don't know. a::m amari omoshiroi (.)
<desu>. omoshiroi is interesting, right? ((error: adjectival
conjugation))

*Because (1.0) a:: I don't know. a::m not so interesting (.) is
interesting. omoshiroi is interesting, right?*

3 Erika: Yeah.
Yeah.

-> 4 Mara: Yeah, so amari omoshiro::<janai>?
Yeah, so not so interesting <is not>?

-> 5 Erika: omoshiroKUNAI.
IS NOT interesting.

6 Mara: omoshirokunai.
is not interesting.

7 Erika: [rokunai, yeah.
[is not, yeah.

8 Mara: So Erika san, kongakki doo desu ka.

¹⁰ Turn constructional units (TCUs) include sentential, clausal, phrasal, and lexical units. They are the building blocks that enable participants to project what type of turn is in progress (Sacks, Schegloff and Jefferson, 1974).

- 9 Erika: *So Erika, how's your semester?*
 kongakki wa:: (1.0) soo desune:: sonnani isogashikunai
 desu.
This semester i::s (1.0) let's see:: is not that busy.
- 10 Mara: a:: soo desuka.
Oh, I see.

In the beginning of this excerpt, Erika's question in English is followed by Mara's L1 code-switching to provide her answer. In line 2, immediately after her initial response in L1, Mara switches back to L2 to continue her reasoning for why she thinks accounting is boring. In line 4, the English word *so* serves to externalize the learner's own linguistic analysis in the form of private speech: as Mara attempts to produce the Japanese equivalent to an adjectival negative form "not interesting", she locates the repairable with sound stretches and upward intonation *omoshiro::<janai>?* to invite other-regulation. Then in the following turn, Erika provides the correct conjugated version by stressing the segment that needs most attention, *omoshiroKUNAI*. Erika's repair in line 5 immediately elicits Mara's full uptake of the repaired item. Erika's over-lapped restatement with the acceptance indicator *yeah* in line 7 marks the closing of the side sequence (Jefferson, 1984); Mara, with her use of private speech *so*, is able to regulate her utterance to resume the main sequence of talk (line 8).

The following excerpt demonstrates that other-regulation is prompted by the learner initiated use of L1 in negotiating for a lexical item used in the given context. Here we see that the L1 not solely serves to orient interlocutors to a metalinguistic

analysis of the target language use but also to minimize the disruption of the on-going conversation.

Excerpt [5] Tomo: NS Megan: learner
(Week 9: Session 6)

- 1 Megan: watashi wa nihongo no hooga accounting yori (.) sukidesu.
I like Japanese better than (.) accounting.
- 2 Tomo: ohhh, (laugh) dooshite desu ka?
Ohhh, (laugh) why do you like Japanese better?
- 3 Megan: umm, totemo tanoshii desu.
Well, it's very fun.
- 4 Tomo: a::
O::
- > 5 Megan: sensee wa (2.0) kind. How do you say that?
My teacher is (2.0) kind. How do you say that?
- > 6 Tomo: Kind is 'shinsetsu'.
Kind is 'shinsetsu'.
- 7 Megan: shinsetsu.
Kind.
- 8 Tomo: [shinsetsu, yeah.
[Kind, yeah.
- 9 Megan: sensee wa shinsetsu:::=
My teacher is ki:::nd=
- 10 Tomo: = desu. ((polite form))
= is kind.

This interaction illustrates the effective use of the learner's L1 in the collaborative interaction between expert and learner: the L1 is purposed not only to solicit metalingual help for the certain lexical item but also to shift the interactional flow from the focus on form to the communicative activity. The data reveals that the shift from the main sequence of talk to the side sequence¹¹ is marked by Megan's L1 code-switching to elicit the Japanese equivalent to the adjective

¹¹ Mori (2004) analyzed similar phenomena observed in her study of sequential boundaries of talk between L2 learners of Japanese. During the side sequences, her participants worked on finding accurate Japanese expressions in order to convey their thoughts.

kind. Tomo's provision of the L2 lexical version *shinsetsu* in line 6 is immediately followed by the learner's uptake of the assisted form (line 7). Again, the expert's acknowledgment *yeah* of the learner's uptake indicates the end of the metalanguage talk (line 8), which leads to the resumption of the topical sequence where the learner regulates herself in the incorporating of the target item into her statement (line 9). Notice that the scaffolded interaction using the learner's L1 evolves into a social, dialogic space that facilitates the learner's display of her self-regulatory orientation to the interaction as conversation as well as a language learning event with a metalingual focus.

4.2.3. *Prolepsis as scaffolding*

Further examination of the expert-novice scaffolded interactions in the present data reveals that other-regulation (other/self-initiated) is not simply limited to an immediate overt or prompted repair in the position subsequent to the turn of the troublesource; the expert makes a communicative move called prolepsis (Rommetveit, 1974; Stone, 1993) in which the speaker challenges the listener to construct a set of assumptions in order to make sense of the utterance within the ZPD. The examples that follow constitute respectively diverse characteristics of other-regulation from the perspective of prolepsis¹²: when encountering the repairable in the prior turn, the native speakers switch to English (the learner's L1)

¹² Stone (1993) claims that the concept of prolepsis is important in understanding scaffolded interaction within ZPD, along with other conversational mechanisms including conversational implicature, presuppositional triggers, and other nonverbal communicative devices such as gestures, pauses, and so forth.

to allow the learners to locate the gap between their actual production of the linguistic forms and the intended meaning of the talk. Furthermore, the data shows how the proleptic negotiations between expert and learner become facilitative of the learners' understanding of the intended meaning of interaction and their self-regulation over the language use in the given conversational contexts.

Excerpt [6] Erika: NS Megan: NNS
(Week 9: Session 6)

- ((Erika is asking Megan what she wants to do after graduation.))
- 1 Megan: a:: kekkon suru.
We::ll I am going to get married.
- 2 Erika: [suru. ((laugh))
[married. ((laugh))
- 3 Megan: ((laugh)) kekkon shimasu.
((laugh)) going to get married.
- 4 Erika: O:::h. a:: Hawaii ni sumitaidesuka.
O:::h. a:: do you want to live in Hawaii?
- > 5 Megan: ummm (2.5) iie, Hawaii wa <sundeimasen> ((laugh)).
*((Aspectual error))
ummm (2.5) no, I <am not living> in Hawaii ((laugh)).*
- > 6 Erika: sumiTAldesuka, do you want to stay here?
Do you WANT to live in Hawaii, do you want to stay here?
- 7 Megan: No. sumi=
No. live =
- 8
- Erika: =takunai.
=do not want to
- 9 Megan: takunai desu, ok.
[do not want to, ok.
- 10 Hawaii wa atsui, totemo atsui desu.
It's hot in Hawaii, is very hot.
- 11 Erika: ((laugh))
((laugh))
- 12 Megan: totemo chiisai desu.
is very small.
- 13 Erika: a:: atsui no kiraidesu ka.
a:: do you dislike hot weather?
- 14 Megan: hai.

Yes.

The scaffolding behavior in this excerpt above takes on different characteristics from the counterparts observed in the examples presented so far in that the expert participant does not attempt to provide reformulation or repair for the learner's utterance that contains the repairable source (line 5). Therefore, other-regulation is not occasioned in the form of reformulation or correction, but is evidenced by the repetition of Erika's initial question *sumiTAidesuka* with a use of stress ('Do you WANT to live in Hawaii?') to make the relevant discrepancy salient (line 6). In this turn, Erika pursues her help by code-switching to English (the learner's L1) and provides Megan with a second cue to see the discrepancy between the learner's actual utterance *sundeimasen* ('do not live in Hawaii') in her previous turn and the meaning of Erika's original question of whether Megan 'wants' to live in Hawaii after graduating from college.

Stone (1993) argues that the earlier analysis of scaffolding (e.g., Wood, Bruner and Ross, 1976) was mainly focused on the adult's role as a support for the child to accomplish the goal via problem-solving tasks and its effects on the child's independent functioning; however, he also points out the need to explore Vygotskian-inspired analysis of scaffolding and the potential for new learning within the ZPD as a varying function of "the interpersonal relationship between the participants" (p. 170). In his discussion Stone further states that the role of scaffolding as a means of making sense of certain communicative dynamics within the ZPD is that of what Rommetveit (1974) refers to as 'prolepsis'. According to

Rommeitveit, prolepsis is one of the communicative moves indicating presupposition of some information on the part of the speaker. It is argued that presupposition challenges a listener/learner to make some assumptions in order to interpret the speaker's/expert's intended utterance. In line 7, Erika's scaffolding by asking the same question in English leads Megan to reformulate her sentence to respond more consistently with the question: the learner's attempt to resume her answer with *sumi* is interrupted by Erika's move to complete the utterance in progress in line 8. In line 9, before Erika finishes her turn, Megan jumps in and completes her sentence *takunai desu*, which overlaps Erika's. Megan's overlapped utterance with *ok* suggests that her utterance is not a simple uptake of the repaired item, but is rather a self-regulatory speech cued by Erika's prompt in the prior turn. This *ok* in the learner's speech marks the end of the repair sequence and the return to topical talk, which resumes when Megan comments on the weather in Hawaii in line 10.

The following example also displays a similar consequence in terms of the expert's code-switching to the learner's L1 in providing assistance, but in this case, the proleptic move on the part of the expert appears to be conveyed more explicitly to the learner than in Excerpt [6].

Excerpt [7] Toshi: NS Jody: NNS
(Week 6: Session 4)

((Toshi is asking Jody what her major is.))

1. Toshi: nani o benkyoo shiteirundesuka.
What are you studying?
2. Jody: shuukyoo o benkyoo <shimasu>. ((aspectual error))

- I <study> religion.*
- > 3. Toshi: benkyo::=
study=
- > 4. Jody: =<shimasu>. ((aspectual error))
=<study>
- > 5. Toshi: benkyoo shimasu. mmm, shimasu sounds like 'I will study',
so, SHITEIMASU, present tense, ok.
*Study. Let's see, shimasu sounds like 'I will study', so
STUDYING, present tense, ok.*
- > 6. Jody: [Ohhh. So, shuukyoo, shuukyoo o benkyoo
shiteimasu.
[Ohhh. So religion, I am studying religion.
7. Toshi: hai.
Yes.
- > 8. Jody: nani o benkyoo shiteimasuka.
What are you studying?
9. Toshi: eeto:: kyooiku gakubu de, kyooiku seisaku o benkyoo
shiteimasu.
*We::ll, I am studying educational policy at the Department of
Education.*

In this excerpt, Toshi's scaffolding in response to Jody's erroneous verbal ending *shimasu* in the prior turn is initiated by his prompt *benkyo::* (line 3). By elongating the last vowel of the verb *benkyo::*, Toshi provides a hint that a troublesource is present in the immediately preceding turn, but makes no explicit indication of the nature of the troublesource. In doing so, Toshi offers assistance that minimally impacts the flow of the interaction and maximally draws on the expertise of the learner. However, the learner takes Toshi's implicit assistance as a request for clarification rather than as a proleptic move. In line 5, Toshi's provision of further help by code-switching to the learner's L1 marks the shift from topical talk to metalinguistic focus on the particular verb form: in this turn, Toshi explains why *shimasu* is not appropriate in this given context, then providing an alternative form

shiteimasu, which he labels as “present tense” in contrast with “future tense” used in Jody’s initial response, *shimasu*.

Through negotiation that constitutes metalanguage talk observed in line 5 and 6 of Excerpt [7], Toshi and Jody are constructing a shared understanding of the particular L2 form in question. Toshi’s grammar-based explanation using the learner’s L1 does not simply highlight the difference in use between *shimasu* and *shiteimasu*; but his help also “guides” the learners to reflect upon and adapt the language use continuously to facilitate their participation in the natural, coherent conversation. Toshi’s use of *ok* at the end of his utterance in line 5 serves to mark the end of his metalinguistic help and provides an opportunity for the learner to take the initiative in repairing the problem. In line 6, Jody’s private speech with *ohhh* signals her recognition of the linguistic gap between the two verbal forms, and the learner’s restructuring of the target L2 form is evidenced through the adjacent use of *so* and through a fairly self-regulated production of her repaired item which incorporates the resources provided by the expert in the prior turn. Furthermore, the closing of the side sequence is marked by Toshi’s answer *hai* in line 7. Then, Jody’s topical talk contains her restructuring of the same target item in the question form, *shiteimasuka* (line 8). This kind of proleptic approach with a metalingual focus on the language use in the conversational flow plays an effective role in challenging the learner to analyze and understand the meaning of the target forms, the ground necessary to achieve self-regulation and/or restructuring of the L2 knowledge.

The quality of scaffolding in the interactions observed in the last two excerpts indicates a significant difference in terms of ways in which the learners shift their orientation to a metalinguistic focus introduced by the NS partners. In Excerpts [2] and [5], the use of English is prompted by the learners' code-switching to L1, and the experts' use of English is simply to present the meanings of the target lexical items. In both Excerpts [6] and [7], however, the expert's proleptic move with the use of the learner's L1 has constructed effective assistance to facilitate the restructuring of the learner's grammar. Some sociocultural studies have acknowledged that this type of assisted classroom instruction, known as dialogic or proleptic teaching (Adair-Hauck and Donato, 1994; Antón, 1999; Antón and DiCamilla, 1999), is placed somewhere along the inductive/deductive continuum. Proleptic instruction, while integrating given explanations (deductive approaches) with demonstration, serves a significant role to motivate the learner's participation in the interactional activity (Rogoff and Gardner, 1984).

In the excerpt presented below, we observe how the proleptic move on the part of the expert is realized through co-construction: the learner's utterance of troublesource triggers the provision of other-initiated help, but in this interaction, the expert takes up a role to assist the learner in completing the utterance in progress without providing any additional input, such as explicit explanation or negotiation through the use of L1.

Excerpt [8] Yasu: NS Ann: NNS
(Week 8: Session 5)

((Yasu is asking Ann about classes she took in high school.))

- 1 Yasu: sukina kurasu toka wa atta?
Did you have any favorite class?
- 2 Ann: (..)
(..)
- 3 Yasu: sukina jugyoo toka wa-
Any favorite class?
- 4 Ann: a:::, hirugohan.
a:::, lunch.
- 5 Yasu: ohiru?
Lunch time?
- 6 Ann: hai.
Yes.
- 7 Yasu: ((laugh)) ohirugohan?
((laugh)) lunch?
- 8 Ann: [hai. ((laugh))
[Yes. ((laugh))
- 9 Yasu: sore jugyoo janai jan. ((laugh))
That's not a class. ((laugh))
- 10 Ann: nihongo no kurasu wa, a:::, tanoshikattadesu.
Japanese class, a:::, was fun.
- 11 Yasu: aa, nihongo no kurasu o tottetanda, kookoo de.
Oh, you took a Japanese class at high school.
- 12 Ann: hai.
Yes.
- 13 Yasu: uhhh.
Uhhh.
- > 14 Ann: sensee ga <iidesu>. ((error: tense))
The teacher <is> nice.
- > 15 Yasu: sensee ga::=
The teacher=
- > 16 Ann: = yokattadesu.
= was nice.
- 17 Yasu: sensee ga yokkatta.
The teacher was nice.
- 18 Ann: yokatta.
was nice.
- 19 Yasu: yokatta. uhhh, (1.0) ima no nihongo no jugyoo to =
was nice. uhhh, (1.0) your Japanese class now and =
- 20 Ann: ((laugh))

- 21 Yasu: ((*laugh*))
 = *sotchi wa dotchi ga =*
 = *the one you took in high school, which one is =*
- 22 Ann: *uhhh-*
uhhh-
- 23 Yasu: = *tanoshii?*
 = *more fun?*
- 24 Ann: *hai, hai.*
Yes, yes.
- 25 Yasu: *do, do, dotchi?*
Which, which one?
- 26 Ann: *uhh, you are gonna give me a trouble. ((laugh))*
Uhh, you are gonna give me a trouble, ((laugh))
- 27 Yasu: ((*laugh*))
 ((*laugh*))

What this extended set of interaction shows is the participants' shifting identities contingent upon the development of the talk: they orient to their interactional participation as, on one occasion, target language expert and learner, and on another occasion, as conversational partners of the language (Kasper, 2004). In the first segment of the talk, Yasu and Ann are engaging in a playful conversation about her favorite class in high school. In response to Yasu's question in line 3, Ann tells Yasu that her favorite 'class' in high school was her lunchtime. Her answer catches Yasu somewhat unexpectedly, followed by Yasu's friendly remark with laughter, *sore jugyou janai jan* ('that's not a class') in line 9.

The moment in which the gap in their language expertise becomes apparent occurs in line 14 when Ann produces an error in aspect marking. In the following turn, Yasu restarts the first segment of the sentence just uttered by the learner, elongating the final vowel of the particle *ga:::* to promote Ann's self-repair of her previous utterance. Koshik (2002) has called the kind of utterance Yasu produces

“a designedly incomplete utterance” or DIU, and noted that these utterances are designedly incomplete in order to place students’ responses as the completers. When prompting, the speaker must “mentally produce the utterance along with the interlocutor, projecting what is likely to come next” (Ohta, 2001, p. 92). Prompting is evidence of the process of prolepsis that the speaker (expert) applies to challenge the listener (learner) to reconstruct the speaker’s perspective on the topic at issue. This proleptic stance in Yasu’s help successfully leads to the learner’s restructuring of the target verb form: in line 16, the learner becomes able to continue and reformulate her sentence with the adjective correctly marked with perfective aspect, *yokattadesu*. In line 17, instead of overtly commenting on Ann’s self-repaired form, Yasu responds by incorporating the form in his utterance. Yasu’s non-intrusive way of assisting the learner in the restructuring of the target form and in the subsequent uptake of the form exchanged between the expert and the learner (from lines 17 to 19) minimizes the side sequence of interaction, successfully maintaining the participants’ orientation to the activity as ordinary conversation.

4.2.4. Learner’s increasing self-regulation through guided interaction

In this section, I will illustrate how the learner’s different phases of attaining self-regulation are manifested through guided interaction with the expert. The following two sets of data reveal that the learner’s new ability gained on a single interpsychological plane does not necessarily guarantee permanent or stable process of development in the intrapsychological domain and that the learner’s self-

regulation is rather achieved through irregular and dynamic movement entailing regression, restructuring of L2 knowledge, and progress. In order to show evidence of these multiple domains in the learner's ZPD, I will explore different stages of regulation on the part of the expert and their impact on the learner's subsequent performance of self-regulation that may appear within the same interactional activity with the expert partner.

The first set of data exhibits that the learner's control of the particular L2 structure invites different levels of help by the expert before the learner's regulation shows more development. In this interaction, the alternation of *graduated* and *contingent* help (Aljaafreh and Lantolf, 1994) emerges as the expert provides appropriate help that suits the learner's advancement and regression to lower L2 forms.

Excerpt [9a] Tomo: NS Maya: NNS
(Week 3: Session 2, 3:46)

1. Maya: moo (..) asagohan o tabemashitaka.
Did you already (..) eat breakfast?
2. Tomo: tabemashi (..) hai, tabemashita. ((laugh)) Maya san wa moo asagohan tabemashitaka.
I ate (..) yes, I ate. ((laugh)) Did you already eat breakfast, Maya?
- > 3. Maya: aa, iie, mada <tabemashita>. tabe=
((aspectual error))
Uhh, no, yet <I ate>. I have=
- > 4. Tomo: [mada]
[yet]
- > 5. Maya: [=teimasen. Yeah.
[=not eaten. Yeah.
6. Tomo: mada tabeteimasen.
Haven't eaten yet.

In this excerpt, we observe that the learner's self-regulated behavior appears when she reformulates her utterance after having produced the inappropriate verb form *tabemashita* in line 3. Maya's restatement of the target form is overlapped by Tomo's repetition of the initial key word *mada*. Tomo provides help by simply repeating the initial word *mada* in a prompt instead of presenting the correct sentence to the learner. The minimum level of help on the part of the expert gives the learner the opportunity to initiate self-repair. In line 5, Maya has gained self-regulation in completing her sentence independently of the expert's help. Furthermore, Maya's successful completion of the sentence in this turn is followed by private speech *Yeah*, which marks the closing of the side sequence.

The excerpt that follows is the subsequent interaction between Tomo and Maya in the same session. This excerpt illustrates how a different range of other-regulation is tailored to the learner's developmental movement within the ZPD: the kind of help changes from implicit to explicit as the learner shows regression in the production of the same L2 form. In this interaction, we can see that other-regulation invited by the learner's solicitation of help with a try-marker is gradually *graduated* through the expert's continuous assessment (Aljaafreh and Lantolf, 1994) of which levels of help required to promote self-regulation in the learner.

Excerpt [9b] Tomo: NS Maya: learner
(Week 3: Session 2, 8:13)

- 1 Tomo: moo gokanme wa yomimashitaka. Have you read the fifth?
Have you read the fifth volume? Have you read the fifth?
- > 2 Maya: iie, mada <yondeimashita>? ((aspectual error))
No, yet <was reading>?

- > 3 Tomo: yondeIMASEN.
HAVEN'T read it.
- > 4 Maya: ((laugh)) oh, oh, yondeimasen.
((laugh)) oh, oh, haven't read it.
- 5 Tomo: 'imasen' for 'mada'.
'imasen' for 'mada'.
- 6 Maya: For mada? OK. gokanme <ga> yomimashitaka.
((error: particle choice))
For mada? OK. Have you read the fifth volume?
- 7 Tomo: yomimashita ((laugh)) moo yomimashita.
I read it ((laugh)) I've already read it.

In this segment of the interaction, we witness an instance of possible regression in the construction of the target L2 form. This regressive behavior in the learner indicates that the learner's self-regulation observed earlier in Excerpt [9a] has not yet provided the learner with the ability to generalize the target L2 form scaffolded by the expert. However, regression, as Lantolf and Thorne (2006) argue, is not just an accumulation of flaws or signs of imperfect learning but "an expected aspect of the developmental process" (p. 282). In line 2, Maya self-initiates other-regulation by try-marking her utterance of the form. When individuals lose control in the task, they may find it necessary to seek mediation to regain self-regulation "by re-accessing earlier stages of consolidated performance" (Lantolf and Aljaafreh, 1995, p. 631). Tomo initially responds by simply providing the correct version of the target form. In line 4, Maya's acceptance of Tomo's scaffold is marked by her uptake of the corrected form; however, her response is not simply expressed in the form of repetition but also accompanied by a verbal English utterance *oh, oh* following the laughter. This repeated *oh, oh* in the learner's utterance has more significance than a mere uptake: this utterance, again, proposes a change of state

of information, serving as a resolution to the trouble previously indicated, *yondeimashita* (Heritage, 1984). The nonverbal behavior of laughter that precedes *oh* is also worth attention: this laughter serves to externalize the learner's control reestablished through mediation. Aljaafreh and Lantolf (1994) argue that the laughter as self-awareness in the process of feedback and error correction is indicative of the transition from other- to self-regulated performance. Therefore, Maya's uptake in line 4 reflects a sign of self-regulation in the construction of the target L2 structure. In line 5, by code-switching to English Tomo provides more explicit support in order to guide the learner to notice consciously the linguistic form under attention. In the following turn, Maya responds with a confirmation check for the specific function of the target form. Her acknowledgement of *OK* that immediately follows this confirmation check is an instance of private speech that marks the withdrawal from the side sequence to resume the main sequence of topical talk.

The second set of data that follows illustrates ways in which the learner generalizes particular L2 forms that have been produced collaboratively with the talk in the subsequent talk. Such instances suggest that there has been restructuring of L2 knowledge. Evidence of this is apparent in the learner's inviting multiple levels of prior regulation from the expert. The following excerpts, extensively taken from a single interactional activity that unfolds between expert and learner, reveal that the expert delivers a different range of regulation that

corresponds to the learner's each level of self-regulation over the same language form.

Excerpt [10a] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 0:48)

- 1 Tomo: ((laugh)) saikin, Katie san wa saikin eiga o mimashitaka.
((laugh)) *Lately, have you watched any movies lately?*
- 2 Katie: saikin? uhhm.
saikin? uhhm.
- 3 Tomo: [lately?
[lately?
- > 4 Katie: Lately. saikin eiga o <mimasendeshita, mimasen>?
((aspectual errors))
Lately. I <didn't, don't> watch any movies lately?
- > 5 Tomo: miteimasen.
Haven't seen them.
- 6 Katie: miteimasen.
Haven't seen them.
- 7 Tomo: moo, kyoo wa asagohan o tabemashitaka.
Have you had breakfast yet?
- > 8 Katie: asagohan, mada <tabemasen>. ((aspectual error))
I <won't> eat breakfast.
- > 9 Tomo: You can say maybe 'mada asagohan wa tabeteimasen'.
You can say maybe "I haven't had breakfast yet.'
- 10 Katie: tabetemasen.
Haven't had it. ((contracted verb form))
- > 11 Tomo: Oh, tabe, yeah, IMASEN.
Oh, HAVE, yeah, NOT had it.
- 12 Katie: tabeteimasen.
Have not had it.
- 13 Tomo: Yeah. ((laugh))
Yeah. ((laugh))

A similar pattern of scaffolding initiated by the expert as demonstrated in the previous excerpt is also observed in this interaction. The learner's utterance presented with a try-marker in line 4 is immediately repaired by the expert in the form of reformulation. However in line 8, when asked if the learner has already had

breakfast before class, the learner again produces the incorrect verb form, *tabemasen*, instead of appropriating the target form that has just been assisted by the expert in the earlier turn. Notice that Tomo's help for Katie's error is *graduated*: her help starts with reformulation (line 5), and then becomes more expanded with a metalinguistic focus (line 9) as the learner shows lack of control of the form. Katie's uptake in the following turn turns out to be a contracted verb form without the vowel *i*, which is slightly different from the structure initially addressed to the learner.

In the following excerpt of the interaction between Tomo and Katie, we can witness the learner's increasing ability to appropriate the help offered in the earlier interaction. This time, Tomo withdraws from the full provision of help and attempts to maintain a distance that would prompt Katie to produce the target sentence on her own. This scaffolding behavior of the expert, as Lidz (1991) argues, lies in the ability to read the learner's signal related to learning and development and then to respond in a timely manner depending on the learner's progress within the ZPD.

Excerpt [10b] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 1:23)

- 1 Tomo: moo midterm wa owarimashitaka.
Did you finish your midterm?
- 2 Katie: middo?
middo?
- 3 Tomo: Midterm. Did you finish midterm?
Midterm. Did you finish your midterm?
- > 4 Katie: Oh, mada::
Oh, not yet::t
- > 5 Tomo: owatt-
finish-
- > 6 Katie: owattenai.
Hasn't been finished.

- 7 Tomo: mada owattenaino? ahh. moo ikko? hitotsu? owattenai?
Hasn't been finished? Ohh. One more? One? Not done yet?
- 8 Katie: ummm.
Uhhh.
- 9 Tomo: [How many?
 [How many?
- 10 Katie: san?
Three?
- 11 Tomo: mittsu mo? ((laugh)) itsudesuka. midterm?
You got three? ((laugh)) When are the exams?
- 12 Katie: ummm, raishuu.
We::ll, next week.
- 13 Tomo: raishuu.
Next week.
- 14 Katie: [Yeah.
 [Yeah.

This interaction shows that the expert's minimal level of contingent help available to the learner in the ZPD is manifested through an instance of co-construction (line 4-6). In response to Katie's attempt to produce the target sentence by elongating the final vowel of the word *mada:::*, Tomo assumes her expert role to provide a DIU (Koshik, 2002) that assists the learner in completing the rest of the sentence on her own. Tomo's assistance by the DIU can also be identified as a proleptic move in which the expert, by presupposing what the learner is about to say, chooses to challenge the learner to construct it on her own. Supported by Tomo's DIU, Katie is successfully able to self-regulate herself in formulating the target structure correctly. It should be noted that Katie is not only able to produce a grammatical contracted verb form (*owatte-nai* instead of *owatte-inaï*) but also able to incorporate the plain negative form (*nai* instead of *masen*) in

her sentence. Presumably, such use of plain form¹³ in Katie's utterance may have to do with the learner's own exposure to plain forms extensively employed by the expert in the conversational activity.

Another important feature of this interaction is that the phenomenon of co-construction allows the interlocutors to maintain their focus on the main sequence of talk. In this interaction, Katie's utterance *owattenai* in line 6 is not acknowledged by Tomo as evidence of self-regulation but is rather accepted as a response embedded in the ordinary conversation. Tomo's orientation to the interaction as a conversational activity is evidenced through her immediate reaction expressed in plain form *mada owattenaino?...owattenai?*, which often appears in Japanese casual speech among friends.

The learner's higher level of attention to the target form emerges as private speech in the following segment of the interaction. In this segment, the learner's attempt to restructure the specific L2 knowledge becomes more evident through the collaborative construction.

Excerpt [10c] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 5:05)

- 1 Tomo: Harry Potter mo hon to eiga wa sukoshi chigaimasu.
With Harry Potter, the book is a little different from the movie too.
- > 2 Katie: aa, watashi wa, wait, Harry Potter no hon o-
Uhh, I, wait, Harry Potter's book-
- > 3 Tomo: yonde

¹³ According to the instructor of this class, the students had had little exposure to the plain form of verbs prior to the time of the experiment. The increasing use of the plain form by the students is hypothesized to have resulted from their interactions with the native speakers, who may have facilitated the learner's internalization of the particular form.

- Read*
- > 4 Katie: [yonde, yonde-
[Read, read-
- > 5 Tomo: yondeinai, mada yondeinai.
Haven't read, haven't read it yet.
- > 6 Katie: mada yondeinai. demo eiga o mimashita. umm, sukoshi
 7 tsumaranai.
Haven't read it yet. But I watched the movie. Uhh, it's a little boring
- 8 Tomo: ((laugh)) tsumaranai?
 ((laugh)) boring?
- 9 Katie: sukoshi.
A little.

In line 2, we can observe that the learner utters *wait* in the middle of the sentence. This word *wait* is an instance of private speech addressed both to the learner herself and to her expert partner, indicating the learner's regulated thinking of what has been appropriated so far and an attempt to generalize it to the new linguistic context. Vygotsky (1986) claims that the knowledge of foreign language is analogous to that of algebra in the child's ability: "as algebra liberates the child from the domination of concrete figures and elevates him to the level of generalizations, the acquisition of foreign language—in its own particular way—liberates him from the dependence on concrete linguistic forms and expressions" (p. 160). Language development is reflected through the learner's ability to construct the necessary generalizations on the basis of concrete forms of language he/she has learned in the particular linguistic context. In line 3, Tomo again provides timely assistance in a prompt by uttering the first portion of the verbal expression *yonde*, which is almost entirely overlapped by Katie's utterance in repetition. However, Katie's utterance of *yonde* is not a literal repetition of what Tomo has said; through private

speech and by repeating the initial phrase *yonde*, Katie displays “preparatory” efforts to continue her production. This time, Tomo steps in to complete the target phrase before Katie finishes her utterance (line 5). In line 6, Katie’s immediate uptake of the full phrase with no pause or disfluency represents a more independent projection of response, leading into another relevant topic that follows it. This observation suggests that the collaborative construction with the native speaker serves as an effective social space that contributes to the learner’s restructuring and use of the L2 knowledge in the flow of the on-going conversation.

In the last segment of the interaction that follows, the learner demonstrates independent control of the construction of the target language form. The learner’s self-regulated ability in the production of the correct L2 form is also evidenced through her self-corrected speech and use of private speech it entails.

Excerpt [10d] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 9:36)

((Two are talking about types of movies Katie likes.))

- 1 Tomo: Love story?
Love story?
- 2 Katie: [Romance.
[Romance.
- 3 Tomo: Romance.
Romance.
- 4 Katie: Romance ga sukidesu.
I like romance.
- 5 Tomo: ano, Keanu Reeves to Sandra Bullock wa mimashitaka.
Uhh, did you see the movie of Keanu Reeves and Sandra Bullock?
- > 6 Katie: OK, mada <mimashita>. mada miteimasen. ((laugh))
((aspectual error))
OK, I <have seen> it yet. I haven't seen it yet. ((laugh))

7 Tomo: ((laugh))
((laugh))

The sequences from line 1 to line 5 exhibit the participants' reciprocal orientation to the activity as ordinary conversation. In line 6, a significant transition appears to have occurred in the learner's competence between the first and this last excerpt: Katie demonstrates the ability to generalize what has been appropriated in one linguistic context to another relevant context and is now able to provide the correct form of the target structure. It appears that the learner is moving toward greater self-regulation, given that in this excerpt she elicits or receives no help from Tomo. The attainment of self-regulation in the learner involves the restructuring of the L2 knowledge through private speech *OK*, and her acceptance of more of the responsibility for self-initiating self-repair with laughter shared by Tomo. She is aware of the error she has just made and is able to self-regulate. This finding is consistent with Aljaafreh and Lantolf's (1994) study, which claims that laughter suggests that the learner "is close to being able to provide corrective feedback for herself and is, thus, developing toward greater independence, or self-regulation" (p. 477). Therefore, it can be argued that Katie's self-corrected utterance *mada miteimasen* followed by her laughter reflects the learner's development toward self-regulation in the process of feedback and error correction.

4.3. Summary

The microanalysis of the data illustrates that the expert participants provide various linguistic resources through collaborative, assisted interaction that facilitate the learner's restructuring and/or self-regulation over the particular L2 knowledge in the flow of the conversations. The data show that the experts initiate both solicited and unsolicited help in scaffolding the learner errors, hesitations, or other non-fluent production. When other-initiating repair, the experts do not overtly address the learner's linguistic mistakes; they often respond by providing reformulated utterances in the following turn or by giving repaired items in the process of co-construction. The most frequent form of self-initiated help by the learners constitutes the inquiry of unknown lexical items by using of L1 (English) and try-marking of morphological forms in Japanese. In Excerpt [1], the expert's other-repair is produced in response to the morphological error made by the learner; however, instead of explicitly correcting the learner's error, the expert highlights the focal point of the correction after a pause and then presents the repaired item in writing. We also observed that the expert's other-initiation of help develops into dialogic negotiation of meaning in context with the contingent use of the learner's L1. In Excerpt [2], the learner's code-switch to L1 marks the beginning of metalinguistic attention to the particular verb form *totte* ('take') and helps to clarify the meaning of the verb. Consequently, the learner is able to produce the target grammatical item independently, without any further modeling by the expert in the prior turn. The scaffolded interaction between expert and learner constitutes a

discursive learning opportunity that both of the interlocutors orient to as the negotiation of talk unfolds. The expert participants offer a variety of assistance with L2 forms, ranging from lexical and syntactic constructions to the pragmatic use of the language beyond the framework of classroom discourse. Excerpt [3] illustrates that the learner is assisted with the new grammatical item introduced by the native speaker *-tari*, the form that can be used in their particular conversational contexts. Through negotiation mediated in the learner's L1, the learner is able to evaluate and understand the meaning and the pragmatic use of the new L2 form. The interactions with the native speakers not only allow the learners to produce certain L2 forms accurately and fluently, but also facilitate their L2 capabilities of using those particular forms in the contexts of coherent, natural conversations.

A closer look at the data reveals that the provision of scaffolding is not always triggered by the native speakers; the learners also self-initiate help from the expert partners, either by code-switching to L1 or by try-marking (Sacks and Schegloff, 1979) their utterances in Japanese (Excerpt [4] and [5]). Excerpt [5] demonstrates that other-regulation is invoked by the learner's self-initiated help by using L1. In this interaction, the L1 is purposed not only to solicit metalingual help for the particular lexical item *shinsetsu* ('kind') but also to minimize the disruption of the communicative activity. The expert's provision of the L2 lexical version is promptly followed by the resumption of the topical sequence where the learner regulates herself in the incorporating of the target item into her utterance. The effective use of L1 serves to display the learner's self-regulatory orientation to the

activity as conversation as well as a language learning event with a metalingual focus.

Analysis of the expert-novice scaffolded interactions in the present data reveals that other-regulation (other/self-initiated) is not simply limited to an immediate overt or prompted repair in the position subsequent to the turn of the troublesource; the expert makes a communicative move called prolepsis (Rommetveit, 1974, 1979; Stone, 1993) in which the speaker challenges the listener to construct a set of assumptions in order to make sense of the utterance within the ZPD. For example, we can observe in Excerpt [6] that other regulation is not occasioned in the form of reformulation or overt correction, but is evidenced by the repetition of the expert's initial question in Japanese. By further providing the English equivalent of the question, the expert partner implicitly gives the learner another cue to locate the discrepancy between the learner's actual utterance and the meaning of the original question. The expert's intervention with the use of the learner's L1 enables the learner to reformulate her sentence to respond more consistently with the question. In Excerpt [7], the proleptic move on the part of the expert appears to be more overt than the one in Excerpt [6]. Initially, the expert only provides a hint that an error is present in the immediately prior turn, making no explicit indication of the nature of the troublesource. However, when the learner takes the expert's implicit assistance as a request for clarification rather than as a proleptic move, the expert's help becomes more explicit, with a metalinguistic focus on the target L2 form. The expert's timely intervention entailing metalanguage talk

on the L2 form embedded in the conversation enables the learner to self-regulate herself with the use of private speech (*ohhh* and *so*), as well as to restructure the L2 knowledge negotiated with the expert in her later turn of the talk.

Further analysis of prolepsis in the data demonstrates that other-regulation also emerge as a form of prompt or co-construction, in which the expert produces a turn structure (Young and Miller, 2004) that is particularly effective in eliciting the learner's self-correction or turn completion. Excerpt [8], for example, illustrates that the expert takes up a role to assist the learner in completing the utterance in progress without providing any additional input, such as explicit explanation or negotiation through the use of L1. When encountering an error in the sentence, the expert only repeats the first segment of the learner's utterance to promote the learner's self-repair. This proleptic stance in the expert's help is effective in prompting the learner to continue and reformulate her sentence correctly. The expert's non-intrusive way of helping the learner in co-construction minimizes the side sequence, maintaining the participants' orientation to the activity as ordinary conversation.

The findings also demonstrate that the learner's ability shows non-linearity in the development toward self-regulation within the same interactional sequence with the expert. Data shows how the learner's attainment of self-regulation over the particular L2 form involves the participants' mutual reflections on the contextualized use of the language form through different stages of collaborative negotiations with the expert. The learner's new ability gained on a single interpsychological plane

does not necessarily facilitate permanent or steady process of development in the intrapsychological domain, and the learner's development is rather achieved through irregular and dynamic movement entailing regression, restructuring of L2 knowledge, and progress (Lantolf and Aljaafreh, 1995). The first set of excerpts [9a] and [9b] exhibits that the learner's control of the particular L2 form invites the alternation of *graduated* and *contingent* help (Aljaafreh and Lantolf, 1994) by the expert before the learner's regulation shows more development. In Excerpt [9a], the expert provides contingent (implicit) help when the learner displays the ability to initiate self-repair before producing the target sentence: the expert only repeats the key word of the sentence in a prompt so that the learner can continue and reformulate her utterance. The learner's successful reformulation of the target sentence is followed by private speech, which marks the end of the side sequence. In Excerpt [9b], however, the same learner shows regression in the production of the same morphological form. The expert's assistance becomes more graduated and explicit when the learner solicits help by try-marking her utterance in Japanese. The expert's provision of the correct version of the target form is accepted by the learner as uptake in the following turn. However, her uptake, accompanied by private speech in English *oh, oh* following the laughter, bears more significance than a mere uptake: the use of private speech reflects the learner's increasing sign of self-regulation in the construction of the target L2 structure. The second set of data from Excerpts [10a] to [10d], a single interactional activity that unfolds between expert and learner, illustrates how the learner's attainment of an ability to generalize

what has been previously appropriated by the expert represents dynamic restructuring of the L2 knowledge in the on-going conversation, and thus invokes multiple occasions of collaborative negotiations with the expert. After several attempts supported by the expert, the learner is finally able to self-regulate in producing the target L2 structure correctly, following her self-corrected speech and use of private speech it entails.

To summarize the longitudinal observation of the expert-learner data, we have observed the multiplicity of scaffolding behaviors intertwined in the architecture of the expert-novice dyadic interactions. The analysis included the examination of different types of help negotiated between expert and learner (e.g., other- and self-initiation of help, use of L1, prolepsis, and co-construction) and how this wide range of assistance in interaction would contribute to learners' developmental functioning in L2. More importantly, the data shows that the sociohistorical processes of dialogic interactions between expert and learner led to the restructuring of the learners' ZPD and subsequently their attainment of self-regulatory control of using particular L2 forms in the conversational activities with the expert partners. This chapter has deepened our understanding of different scaffolding mechanisms manifested during the expert-learner interactions, and has brought to light collaborative negotiation within the ZPD that potentially facilitates the learner's movement towards independent control of the language in the context of a JFL classroom speaking activity.

CHAPTER 5

DATA ANALYSIS II

5.1. Analysis B: Peer-peer interactions: from the interpsychological to the intrapsychological

Analysis of the expert-learner interaction in Chapter 4 examined ways in which different occasions of scaffolding emerge through dialogic interactions between the expert and the learner and how the participants orient to the negotiation of help in the unfolding of ongoing conversations. The results of the analysis provide evidence of relationship between mediated assistance and the learner's attainment of self-regulation and restructuring of the target L2 forms through the conversational talk with the expert.

The focus of analysis in this section is on how the learner's development of self-regulation through the scaffolded interaction with the expert partner (native speaker) is manifested in the subsequent interactions with peer learners¹⁴. A close examination of the learner's participation in these peer-peer interactions will highlight 1) evidence of further self-regulation or restructuring over the L2 items produced in the negotiation with the native speaker; 2) the role of the conversationally-embedded assistance with the expert in the learner's appropriation of the assisted L2 forms in the subsequent interactional engagements with peers;

¹⁴ Main analysis is limited to the learners' abilities manifested through exposure to scaffolded interaction with the expert. Therefore, the study will target the exposure groups and the student-only groups consisting of those who had prior interactions with the native speakers.

and 3) the learners' development of a new dimension of L2 competence to use the target language forms in the unfolding of coherent conversations with their peers.

5.2. Data

5.2.1. Emergence of further self-regulation in the learner's performance

The data of the expert-learner interaction reveals that the experts initiate other-regulation when they encounter learners' linguistic errors. Line 5 of Excerpt [1] illustrates that while engaging in the conversation with the learner, the expert partner Yasu responds by reformulating the learner's utterance of troublesource found in the previous turn and then provides the correct form in writing (in line 7). In Excerpt [12], we can see that the learner's self-regulation of the particular L2 item in the subsequent interaction with a peer partner is manifested as evidence of appropriating what was scaffolded in the previous interaction with the expert.

Excerpt [1] Yasu: NS Ethan: learner
(Week 3: Session 2)

- 1 Yasu: Umm, DaVinci Code no hon wa mada yondeinai. keredo, DaVinci Code no eiga, wa mou mita. Ethan wa?
Umm, I haven't read DaVinci Code, but I already saw the movie. How about you, Ethan?
- 2 Ethan: a:: watashi wa hon o (1.0) yomimashita.
Uh:: I read (1.0) the book.
- 3 Yasu: yomimashita.
You read it.
- 4 Ethan : demo, eiga o::: eiga (2.0) mada <mimasen>.
((morphological error))
But, the movie::: I don't yet (2.0)watch the movie.
- > 5 Yasu: eiga wa mada mite (1.0) imasen.
I haven't (1.0) watched the movie yet.
- 6 Ethan: miteimasen.
Haven't watched it.

- 7 Yasu: ((Writing)) miteimasen.
((Writing)) *haven't watched it.*

Excerpt [12] Ethan: scaffolded learner Jon: peer learner¹⁵
(Week 3: Session 2)

- 1 Ethan: eeto:: a:: DaVinci Code (1.0) ga sukidesu.
We::// a:: I like (1.0) DaVinci Code
- 2 Jon: iidesu<yo> ((error: particle choice)) Ward Center=
Good. Ward Center=
- 3 Ethan: hai.
Yes.
- 4 Jon: =mimashitaka.
=Did you watch it?
- > 5 Ethan: iie a:: **mada #miteimasen#**.
No a:: I haven't watched it yet.
- 6 Jon: mada <mimasendeshita>. ((aspectual error))
I didn't watch it yet.

Analysis of Excerpt [12] presented above reveal that in the learner-learner interaction, the previously-scaffolded learner, Ethan, is able to increasingly self-regulate the same L2 form elicited by the expert partner *mada #miteimasen#* ('haven't watched it yet') when his peer partner asks him if he has already watched the movie (in line 5). Notice that a brief pause filler *a::* is followed by the independent production of the target form uttered in a stressed voice. This prosodic move in the learner's utterance shows evidence that the learner has successfully appropriated resources from the previous interaction with the expert. The success of the learner's appropriation is facilitated by the nature of the talk involving the similar topic (about the movie) and the subsequent production of the same L2 form *mada miteimasen* in the relevant conversational context. In

¹⁵ Peer learners are those who have had no previous interactions with the native speakers.

sociocultural theory, the term *appropriation* is referred to as “the bridge between external and internal activity” (Zinchenko, 1985, p. 106). Appropriation does not presume that one is simply a copy of the other; but rather it helps transform the process itself and “changes its structure and functions” (Vygotsky, 1981, p. 163). Therefore, the independent production of the target form in line 5 suggests that it emerges not from a mere “copying” of the expert’s voice but from a restructuring of the new L2 knowledge, as manifested with the use of the pause filler *a::* that precedes it. Evidence of self-regulation in the learner’s utterance is not simply reflected through the correct production of the target language form but also through the increased ability to self-regulate and utilize the form in the contingency of the ongoing conversation. In both written (WI) and oral interviews, Ethan recognizes the effective role of expert help in his engagements with peers. In addition, he indicates in the oral interview that written feedback provided by the expert during the course of the interaction promotes the learners’ access to helpful resources they need for their performance in L2 in the subsequent peer sessions:

My interactions with the native speakers influenced me by making me use the feedback I received and applying it to my conversations with my classmates. (Ethan, WI)

I think it (the native speaker session) helped, because the corrected actions they wrote on your paper, you can use that in the following sessions and then it made it easier, because some of the stuff you would say to them you want to say to your classmate, and then it was on their paper, so you knew how to say it, instead of both classmates just being confused, and saying it in English. That way the native speakers help you figure out what you wanted to say, and it did make it easier for them in the next 10 minutes or the following sessions with your classmates or whatever. (Ethan, OI)

In regard to these excerpts above, it is important to note that the learner's increased ability to produce the scaffolded L2 form correctly in the subsequent interaction with the peer lies in the effective appropriation of resources mediated through the interaction between the expert and the learner: by providing the written input as a mediating tool, the expert makes the appropriate form available to the learner as a resource for accomplishing this particular type of action in the context of the conversation.

In the analysis of the previous data from a single interactional activity between the expert and the learner (Excerpt [10a]-[10d]) in Chapter 4, we observed that the learner's development of the ability to self-regulate often entailed multiple levels of other-regulation from the expert. Before we look at the learner's performance in the subsequent learner-learner interaction, I will briefly present the previous set of data from the expert-learner interaction to show how the learner (Katie) has gained increasing control of the particular target form through different types of intervention from the expert partner.

Excerpt [10a] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 0:48)

- 1 Tomo: ((laugh)) saikin, Katie san wa saikin eiga o mimashita ka.
((laugh)) *Lately, have you watched any movies lately?*
- 2 Katie: saikin? uhhm.
saikin? uhhm.
- 3 Tomo: [lately?
[lately?
- > 4 Katie: Lately. saikin eiga o <mimasendeshita, mimasen>?
((aspectual errors))
Lately. I <didn't, don't> watch any movies lately?
- > 5 Tomo: miteimasen.

- 6 Katie: *Haven't seen them.*
 miteimasen.
Haven't seen them.

Excerpt [10b] Tomo: NS Katie: scaffolded learner
 (Week 4: Session 3, 1:23)

- 1 Tomo: moo midterm wa owarimashita ka.
Did you finish your midterm?
- 2 Katie: middo?
middo?
- 3 Tomo: Midterm. Did you finish midterm?
Midterm. Did you finish your midterm?
- 4 Katie: Oh, mada::
Oh, not yet::t
- > 5 Tomo: owatt-
finish-
- > 6 Katie: owattenai.
Hasn't been finished.
- 7 Tomo: mada owattenaino? ahh. moo ikko? hitotsu? owattenai?
Hasn't been finished? Ohh. One more? One? Not done yet?

Excerpt [10c] Tomo: NS Katie: scaffolded learner
 (Week 4: Session 3, 5:05)

- 1 Tomo: Harry Potter mo hon to eiga wa sukoshi chigaimasu.
With Harry Potter, the book is a little different from the movie too.
- 2 Katie: aa, watashi wa, wait, Harry Potter no hon o-
Uhh, I, wait, Harry Potter's book-
- > 3 Tomo: yonde
Read
- > 4 Katie: [yonde, yonde-
[Read, read-
- > 5 Tomo: yondeinai, mada yondeinai.
Haven't read, haven't read it yet.
- > 6 Katie: mada yondeinai. demo eiga o mimashita. umm, sukoshi
 7
tsumaranai.
Haven't read it yet. But I watched the movie. Uhh, it's a little boring

In the excerpts from [10a] to [10c], we can see that the expert offers a wide range of help to facilitate the learner's production of the L2 form in the development

of the ongoing talk. Notice that the learner's control of the language form is not linear, representing dynamic restructuring of the L2. In line 6 of Excerpt [10d] of the expert-learner data shown below, the learner shows increasing self-regulation of the target form in the last segment of interaction with her expert partner.

Excerpt [10d] Tomo: NS Katie: scaffolded learner
(Week 4: Session 3, 9:36)

((Two are talking about types of movies Katie likes.))

1 Tomo: Love story?
Love story?

2 Katie: [Romance.
[Romance.

3 Tomo: Romance.
Romance.

4 Katie: Romance ga sukidesu.
I like romance.

5 Tomo: ano, Keanu Reeves to Sandra Bullock wa mimashita ka.
Uhh, did you see the movie of Keanu Reeves and Sandra Bullock?

-> 6 Katie: OK, mada <mimashita>. **mada miteimasen.** ((laugh))
((aspectual error))
OK, I <have seen> it yet. I haven't seen it yet. ((laugh))

7 Tomo: ((laugh))
((laugh))

In her oral interview (indicated as OI) shown below, Katie mentions that the native speaker session helped to build her vocabulary and sentence patterns, and pushed her to become a better speaker with the native partner. At one point of the interview, she described her feelings about the interactions as follows:

((When talking to the native speakers)) I felt more on the spot. I feel like I should be speaking at the certain level and I try to match up to that...try to use all the sentence patterns we learned in class. So I did challenge myself more in terms of remembering vocabulary and sentence patterns...as opposed to when we were with our classmates. (Katie, OI)

What seems to be significant in this interview data is that speaking with the native partner provides the learner with the opportunity to try out newly learned patterns of the target language as pushed output. According to Swain (2000), the importance of output to learning is that output stimulates the learners to process language with more mental effort for the achievement of the communicative goals. In collaborative dialogue, speaking (or writing) mediates this effort. Swain further argues that when each participant speaks, their 'saying' becomes 'what they said', providing opportunities to reflect on their language use, and opportunities to build their linguistic knowledge. From a sociocultural theory of mind perspective, this external speech in collaborative dialog—verbalization or output—serves as a “socially-constructed cognitive tool” that facilitates strategic processes for learning and internalization of linguistic knowledge in the learner (Swain, 2000, p. 112).

Excerpt [11] that follows illustrates Katie's immediately following peer-peer interaction in which she is able to appropriate some aspects of feedback from the expert in the previous interaction and demonstrates self-regulatory control of the target form that had been the focus of four rounds of assistance in her previous interaction with the expert, Tomo.

Excerpt [11] Katie: scaffolded learner Jody: peer learner
(Week 4: Seesion 3)

- 1 Jody: umm, kyoo wa nani o tabemashitaka.
Umm, what did you eat today?
- > 2 Katie: umm, **mada tabeteinai**.
Umm, I haven't eaten yet.
- 3 Jody: a:: soo <desu>. ((error: particle deleted))
Oh, I see.

- 4 Katie: asagohan moo tabemashi-
Did you already eat-
- 5 Jody: iie, <tabemasendeshita>. ((aspectual error))
No, I didn't eat.

The learner's production of the form *mada tabeteinai* ('haven't eaten it yet') in line 2 of Excerpt [11] differs from her utterance we observed in Excerpt [10d] of the expert-learner data in terms of quality of speech: in [10d], the laughter in line 6 suggests that the learner displays increasing self-control of the target form; whereas in [11], following a brief pause filler *umm* Katie shows further self-regulation of the target form with no prosodic move (stress) or sign of laughter. What became available to the learner as a resource for appropriation in the peer session is the plain negative form *-nai*, which was previously negotiated between her and her expert partner, and more importantly, Katie's control of this particular form is evidenced through her emerging ability to produce the form correctly with a new verb (*tabeteinai*) in a new context of topical talk. Furthermore, it should be noted that Katie is self-regulated enough to be able to respond with the target form *mada tabeteinai* ('haven't eaten yet'), when her partner Jody asks a question based on the presupposition that Katie has already eaten, *kyoo, nani o tabemashita ka* ('what have you eaten today?'). The learner's response in this excerpt has a distinct function from what we have seen in Excerpts [10a] to [10d] where the target form *mada -teinai* ('not yet') has been introduced to respond to questions regarding the completion of action. Therefore, in order to provide her correct answer Katie has to manage a question from her partner, who has made an incorrect assumption.

Evidence of self-regulation in Katie's utterance suggests that her appropriation of resources previously mediated by the expert partner provides the learner with a dimension of competence to the point of being able to generalize and incorporate the L2 knowledge in the new discourse with her peer. In addition, it also should be emphasized that the learner's ability to generalize the L2 form across interactional contexts is significantly attributed to the effective use of resources negotiated through the sociohistorical processes of the scaffolded interaction with the expert, in which the participants orient to mutual reflection on the language form in question with a focus on the flow of the ongoing conversation.

Excerpt [4] illustrates that expert help is invoked by the learner's invitation of other-regulation with a try-marker in Japanese. Excerpt [13] illustrates how the learner, Mara, has advanced her L2 knowledge in her subsequent interaction with her peer.

Excerpt [4] Erika: NS Mara: learner
(Week 9: Session 6)

((Erika is asking Mara why she thinks studying accounting is boring.))

1 Erika: Why?
Why?

2 Mara: Because (1.0) a:: I don't know. a::m amari omoshiroi (.)
<desu>. 'Omoshiroi' is interesting, right? ((error: adjectival
conjugation))
*Because (1.0) a:: I don't know. a::m not so interesting (.) is
interesting. 'Omoshiroi' is interesting, right?*

3 Erika: Yeah.
Yeah.

-> 4 Mara: Yeah, so amari omoshiro::<janai>?
Yeah, so not so interesting <is not>? ((error: adjectival
conjugation))

-> 5 Erika: omoshiroKUNAI.

- IS NOT interesting.*
- 6 Mara: omoshirokunai.
is not interesting.
- 7 Erika: [rokunai, yeah.
/is not, yeah.
- 8 Mara: So Erika san, kongakki doo desu ka.
So Erika, how's your semester?
- 9 Erika: kongakki wa:: (1.0) soo desune:: sonnani isogashikunai
desu.
This semester i::s (1.0) let's see:: is not that busy.
- 10 Mara: a:: soo desuka.
Oh, I see.

Excerpt [13] Mara: scaffolded learner Ethan: scaffolded peer¹⁶
(Week 9: Session 6)

- 1 Mara: (2.0) nihongo no sensee wa totemo omoshiroidesu.
(2.0) Our Japanese teacher is very funny.
- 2 Ethan: ((laugh)) soo desuka.
((laugh)) I see.
- > 3 Mara: Accounting wa a:: #amari omoshirokunai#.
Accounting is no::t so interesting.
- 4 Ethan: I agree.
I agree.
- 5 Mara: totemo tsumaranai.
It's so boring.

An examination of Excerpt [13] shows evidence of the learner's appropriation of expert help invoked by the learner's try-marking of Japanese utterance, *omoshiro::<janai>?* as shown in Excerpt [4]. In line 3 of the peer-peer data, Mara, the learner, demonstrates the self-regulated ability to produce the same adjectival phrase in the plain form¹⁷ produced by the expert partner, *amari omoshirokunai* ('not interesting'). Similarly to Excerpt [12], we can see that the learner's

¹⁶ The scaffolded peers are those students who have already interacted with the native speaker.

¹⁷ According to the instructor of the class, the students had had little exposure to adjectives and verbs in plain form prior to the experiment. The increasing use of plain forms by the students is hypothesized to have resulted from their interactions with the native speakers, who may have facilitated the learner's internalization of the particular form.

independent production of the L2 form is preceded by a brief pause filler *a::* and then provided with prosody. This utterance marked in stress and its adjacency to the pause filler represent the product of the process of restructuring in the learner's ZPD: resources negotiated in the assisted interaction with the expert (Excerpt [4]) become available to the learner for appropriation (such as the similarity of topical talk and the use of the identical L2 form) and facilitate her ability to regulate the subsequent production of this target phrase.

In the following pair of excerpts, I will illustrate an occasion of other-regulation through the learner's solicitation of help with a try-marker and how other-regulation is transformed as it develops into self-regulation through private speech (Vygotsky, 1978) in the same learner. In Excerpt [9b], the form repaired by the expert (line 3) is marked as a new piece of information by the learner, as evidenced through her English utterance, *oh, oh* that follows in line 4. This utterance represents a change-of-state token (Heritage, 1984), serving as a resolution to the learner's previous erroneous production, *yondeimashita* (line 2). The subsequent grammatical explanation provided by the expert in the learner's L1 is taken up and accepted by the learner (line 6), who then resumes the main sequence of talk.

Excerpt [9b] Tomo: NS Maya: learner
(Week 3: Session 2)

- 1 Tomo: moo gokanme wa yomimashitaka. Have you read the fifth?
Have you read the fifth volume? Have you read the fifth?
- > 2 Maya: iie, mada <yondeimashita>? ((morphological error))
No, yet <was reading>?
- > 3 Tomo: yondeIMASEN.
HAVEN'T read it.

- > 4 Maya: ((laugh)) oh, oh, yondeimasen.
 ((laugh)) oh, oh, haven't read it.
- 5 Tomo: 'imasen' for 'mada'.
 'imasen' for 'mada'.
- 6 Maya: For mada? OK. gokanme <ga> yomimashitaka.
 ((error: particle choice))
 For mada? OK. Have you read the fifth volume?
- 7 Tomo: yomimashita ((laugh)) moo yomimashita.
 I read it ((laugh)) I've already read it.

Excerpt [14] shown below illustrates the peer interaction subsequent to the 10-minute session with the native speaker. In line 3, we can see that Maya immediately initiates self-repair on her erroneous use of the pattern (*mada-te imasen*). Making use of private speech *what? Uhhh...how do I say that?*, the learner moves toward self-regulation and notably, she produces the correct L2 form *yonde(.)imasen* with a slight pause. Similarly to the pause fillers we observed in the previous excerpts [12] and [13], this micro pause after *yonde* in this excerpt suggests that the learner is not merely copying what was provided by the expert but there has been a restructuring of the form by the learner. Notice that there appears to have been a phonological interference ('*yomima-*') prior to the self-regulated utterance *yonde(.)imasen*: this shows that self-regulation entails dynamic, complex processes of restructuring in the learner, not just the simple reiteration or copying of what was appropriated by the expert.

Example [14] Maya: scaffolded learner Lily: peer learner
 (Week 3: Session 2)

- 1 Maya: Harry Potter o yomimash- wait, wait, wait, Harry Potter o yomimashitaka.
 Harry Potter read- wait, wait, wait, did you read Harry Potter?
- 2 Lily: hai.

Yes.

- > 3 Maya: watashi wa Harry Potter 5 and 6 wa mada <yomimasen>, yomima-, what? Uhhh...how do I say that? **yonde(.)imasen.**
((aspectual error))
I <don't> read Harry Potter 5 and 6 yet, read, what? Uhhh...how do I say that? Haven't read it.

Now let us take a look at the following peer-peer data where we see evidence of the learner's retention of self-regulation in the same target form, but with a different verb and a distinct conversational topic.

Excerpt [15] Maya: scaffolded learner Jody: peer learner (student-only group)
(Week 4: Session 3)

- 1 Jody: eiga wa sukidesu ka.
Do you like movies?
- 2 Maya: hai, sukidesu. totemo.
Yes, I do. Very much.
- 3 Jody: 'Illusionist' o mimashita ka.
Have you seen the movie 'The Illusionist'?
- > 4 Maya: iie, oh, I know, mada-
No, oh, I know, not yet-
- 5 Jody: Oh.
Oh.
- > 6 Maya: mada, 'Illusionist' o **mada mi (.) teinai?**
I haven't yet (.) seen 'The Illusionist'?
- 7 Jody: hai.
Yes.
- 8 Maya: Jody san, 'Illusionist' o mima-
Did you watch 'The Illusionist'?
- 9 Jody: [hai, totemo omoshirokatta. ((laugh))
[Yes, it was very interesting. ((laugh))

This peer interaction between Maya and Jody took place a week after Maya had interacted with the native speaker and her peer partner Lily. In line 3, Jody asks Maya if she has seen the movie called *The Illusionist*. In line 4, Maya initiates a Japanese response in the negative *iie*, but interrupts with private speech *oh, I know*

before starting her main sentence. This utterance suggests the learner's fairly well-developed ability to self-regulate on this pattern: her response in Japanese *ii* prompts her to initiate self-regulatory moves to manage the production of the new resource; and the instance of private speech *oh, I know* indicates that the learner is more assertive and confident in producing the target form independently than in Excerpt [14] where the learner's speech takes on less control and she has to extensively use the private speech *what? Uhhh...how do I say that?* before self-regulating herself in producing the L2 form. Notice that when the learner is able to restructure the L2 form with a micro pause, *mada mi(.)teinai?*¹⁸ in line 6, talk turns social again, and she cues her peer partner to evaluate the sentence she has just produced by a try-marker. What is notable here is that Maya is able to use the relevant form correctly across sessions and that her increased self-regulation as evident by the production of *mada mi(.)teinai* also reflects development in her ability to generalize what has been appropriated (the use of the negative *-teiru* verb form with *mada*) and apply it to the new linguistic context. In line 7 Jody simply responds to her talk and the two immediately resume topical talk on the movies.

To further illustrate the learner's movement towards self-regulation in peer-peer talk, let us examine the relationship between the proleptic behavior of scaffolding on the expert's part and its role in the learner's subsequent

¹⁸ A close examination of the learner's production of the target form with the different verbs in Excerpt [14] and [15] reveals that there has been a shift in the position of morphological break (the position of the micro pause) from *yonde(.)imasen* to *mi(.)teinai* (instead of *mite(.)inai*) in the learner's self-regulatory utterances. This change shows further evidence of the learner's restructuring of the particular L2 form, and suggests that the development of self-regulation may entail irregular patterns of restructuring in the learner's L2 knowledge.

performance. In Excerpt [9], the expert's intervention results from a different scaffolding mechanism than the ones observed in the excerpts above: other-regulation is provided in a more implicit, co-constructed manner that allows the learner to reflect on and reanalyze language independently for self-correction or self-regulation.

Excerpt [9] Yasu: NS Ann: learner
(Week 8: Session 5)

((Yasu is asking Ann about classes she took in high school.))

- 1 Yasu: sukina kurasu toka wa atta?
Did you have any favorite class?
- 2 Ann: (.)
(.)
- 3 Yasu: sukina jugyoo toka wa-
Any favorite class?
- 4 Ann: a:::, hirugohan.
uh:::, lunch.
- 5 Yasu: ohiru?
Lunch time?
- 6 Ann: hai.
Yes.
- 7 Yasu: ((laugh)) ohirugohan?
((laugh)) lunch?
- 8 Ann: [hai. ((laugh))
[Yes. ((laugh))
- 9 Yasu: sore jugyoo janai jan. ((laugh))
That's not a class. ((laugh))
- 10 Ann: nihongo no kurasu wa, a:::, tanoshikattadesu.
Japanese class, uh:::, was fun.
- 11 Yasu: aa, nihongo no kurasu o tottetanda, kookoo de.
Oh, you took a Japanese class at high school.
- 12 Ann: hai.
Yes.
- 13 Yasu: uhhh.
Uhhh.
- > 14 Ann: sensee ga <iidesu>. ((error: tense))
The teacher <is> nice.
- > 15 Yasu: sensee ga:::=

- > 16 Ann: *The teacher=*
 = yokattadesu.
 = *was nice.*
 17 Yasu: sensee ga yokatta.
 The teacher was nice.
 18 Ann: yokatta.
 was nice.
 19 Yasu: yokatta. uhhh, (1.0) ima no nihongo no jugyoo to =
 was nice. uhhh, (1.0) your Japanese class now and =
 20 Ann: ((laugh))
 ((laugh))

The following peer-peer talk illustrates how the learner's retention of self-regulation in the same learner is evidenced through her effective appropriation of resources produced through the co-constructed negotiation between the expert and the learner.

Excerpt [16] Ann: scaffolded learner Carl: scaffolded peer
(Week 8: Session 5)

- 1 Carl: Ann san no kookoo no sensee wa doodeshita ka.
 How were your teachers in high school?
 2 Ann: (3.0) a::: maa maa <desu>. ((laugh)) ((error: tense in copula))
 (3.0) *We:::ll they are ok. ((laugh))*
 3 Carl: ((laugh)) Ann san wa, a:::, jyugoo no nakade, a::: nani ga
 <sukidesu ka>. ((error: verb tense))
 ((laugh)) *What is your favorite class, Ann san?*
 4 Ann: ima?
 Now?
 5 Carl: a:::
 Uh:::
 6 Ann: kookoo?
 In high school?
 7 Carl: kookoo.
 In high school
 -> 8 Ann: eeto, nihongo ga::: ichiban <sukidesu>. sensee ga::: #yokatta#
 desu. ((error: tense in copula))
 Well, my favorite class is Japanese. I had a good teacher.
 9 Carl: a:::
 O:::h

- 10 Ann: Carl san wa?
What about you, Carl?
- 11 Carl: a::: eeto, literature <desu>. ((error: tense in copula))
Uh::: well, my favorite is literature.

What this excerpt shows us is that the learner successfully demonstrates the ability to appropriate the same L2 form that was previously assisted by the native speaker (*yokatta*) and incorporate it correctly in the conversationally similar context. In Excerpt [9], the L2 item *yokatta* emerges through the co-constructed dialog with the expert partner, whereas in line 8 of Excerpt [16], the learner is “pushed” to produce it in the engagement with her peer. Again, her ability to generalize on the basis of expert help is reflected through the pushed output of *yokatta* uttered in a stressed voice: the elongation of the final vowel of the particle *ga:::* suggests the process of restructuring that enables self-regulation of the L2 form. However, although Ann retains independent control of the target item in line 8, it does not lead her to reformulate the other L2 form in her utterance (*sukideshita* instead of *sukidesu*). This uneven feature of the learner’s self-regulation is consistent with Lantolf and Aljaafreh’s (1996) claim that a learner’s development arises as a consequence of a “dialectic process” (p.52), which is by its own nature irregular and nonlinear, and does not necessarily entail a steady maturation: it is a dynamic process of “organizing and reorganizing new functional systems that integrate, rather than jettison, already existing systems” (Lantolf and Aljaafreh, 1995, p. 61).

Furthermore, we can also witness the learner's effort to maintain the flow of the conversation as they engage in the L2 interaction. Ann comments on this observation in her written and oral interviews:

The interaction with the native speaker has influenced the fluidity of all of my conversations. (Ann, WI)

I think how...like a tone of their voice, or the way they go from one sentence to another, kind of particles...just all of it...it was good to hear from a native speaker, cause then I could kind of mimic that and hopefully sound more Japanese ((laugh)). When I was studying for my oral today and I was studying with one of my friends, I was just so slow and I didn't know where to pause, like it was hard. When you are speaking with a native speaker, you kind of listen to how they speak and you kind of try to do the same thing. (Ann, OI)

The interview data above illustrates that the interactions with the native partners helped the learner learn how to speak the target language while dealing with the flow of the conversation. This effort is clearly present when Ann asks Carl if he wants to know her favorite class in college or in high school (*ima?* and *kookoo?*), without digressing from the main sequence of talk. The dialogic inquiry displaying from lines 4 to 7 helps to resolve Carl's misleading question, creating a social space that enables the learners to arrive at a shared perspective of the conversation. This shows that the advancement of learner linguistic competence is contingent not only on the development of self-regulation but also on the enhanced ability of handling the flow of the conversations in particular linguistic settings.

5.2.2. Impacts of L1 use on self-regulation

Further analysis of peer-peer data reveals that the deployment of L1 for providing other-regulation in the expert-learner interaction has great impacts on the learner's self-regulatory speech in the subsequent interaction with a peer. In the expert-learner interactions, we have observed that the use of the learner's L1 (English) by the expert mediates the activity of learners when they are engaged in accessing L2 linguistic forms, making sense of and restructuring the L2. My analysis also shows that the expert's dialogic mediation through the learner's L1 assists the learner in constructing with the expert partner shared knowledge of the language forms in metalanguage talk and facilitates the learner's appropriation of the L2 resources.

The following two excerpts illustrate how the use of the L1 and the provision of the written feedback in the metalinguistic negotiation between the expert and the learner may be seen to serve as a tool for promoting the learner's self-regulation of newly gained knowledge in peer-peer talk.

Excerpt [2] Erika: NS Liz: learner
(Week 8: Session 5)

- 1 Liz: aaa:: kurasu wa (1.0) nani o kurasu wa:: <motte motteimas->
 ((error: verb choice))
 Uhh:: classes (1.0) what classes are you <havin->
- 2 Erika: totte, totteimasuka.
 take, taking?
- 3 Liz: °totteimasu°.
 °taking°.
- 4 Erika: You mean what class are you taking?
 You mean what class are you taking?
- 5 Liz: Yeah, yeah, so it's mot-

- Yeah, yeah, so it's hav-
- 6 Erika: totte.
take.
- 7 Liz: totte.
take.
- 8 Erika: ((writing)) 'totteimasu'.
((writing)) take.
- > 9 Liz: That means=
That means=
- > 10 Erika: ='taking'.
='taking'.
- > 11 Liz: taking.
taking.
- > 12 Erika: Yeah.
Yeah.
- > 13 Liz: So 'totte' means like 'having'?
So 'totte' means like 'having'?
- > 14 Erika: [having, yeah.
[having, yeah.
- > 15 Liz: So it doesn't work pretty well for that. ((laugh)) ok.
So it doesn't work pretty well for that. ((laugh)) ok.
- > 16 Erika: (((laugh)) yeah.
(((laugh)) yeah.
- 17 Liz: totteimasu, ok.
taking, ok.
- 18 Erika: ((writing))
((writing))

Excerpt [17] Liz: scaffolded learner Aaron: scaffolded peer
(Week 8: Session 5)

- > 1 Liz: a:: nanno kurasu o oh, **totteimasu ka.**
We::ll what classes, oh, are you taking?
- 2 Aaron: ((laugh)) a:: (2.0) kurasu wa a:: nihongo ya a::
((laugh)) we::ll (2.0) my classes are Japanese and a:::
- 3 Liz: Say in English.
Say in English.
- 4 Aaron: Physics (1.0) biology (3.0) =
Physics (1.0) biology (3.0) =
- 5 Liz: ((unintelligible)) more?
((unintelligible)) more?
- 6 Aaron: = o, o totteimasu.
= I am taking.

- > 7 Liz: a:: soo desuka. kurasu wa a:: I had it, I had it, rekishi to shakaigaku to tookeigaku to nihongo to (.) shinrigaku o (.) **totteimasu.**
Oh, I see. My classes are a:: I had it, I had it, I am (.) taking (.) history, statistics, Japanese and psychology.
- 8 Aaron: a::
 O::h

In line 1 of Excerpt [17], the learner's correct use of the same verb form *totteimasu ka* is manifested with the use of private speech *oh*, when she asks her partner Aaron what classes he is taking at college (line 1). The learner's emerging ability of restructuring the target form provides evidence that the learner is successfully able to appropriate resources produced from the scaffolded interaction with the expert. In line 3, Liz plays an authoritative role in controlling the flow of the talk when Aaron is struggling with his answer in Japanese in the prior turn. As Liz sees her partner's uneasiness, she switches to their L1 and invites Aaron to answer in English. This scaffolding move enables Aaron to continue his answer in English (line 4) and to complete his sentence in Japanese (line 6). In line 7, following a slight pause, Liz demonstrates further self-regulation in the production of the target form again. In regard to the learner's appropriation of expert help in the subsequent engagement with her peer, Liz explains in the following:

I noticed that just see if there is any example, I would say... 'totteimasu'? What classes are you 'taking'? I was just like 'oh, what classes do you have?' I was using 'arimasu'. I guess it was ((her native partner's name))? She wrote down 'totteimasu', like 'taking'? What do you 'have' instead of 'having'? I used it, I forgot who I had next, but I used that in my questioning ((laugh)). (Liz, Ol)

From the oral interview data, we can see that the written feedback from the expert serves as a mediating tool that enables restructuring and self-regulation of the target form *totteimasu* in the same topical question to her peer. It can be argued that the development of the learner's ability to use the form correctly in the peer-peer talk emerges as a consequence of having appropriated what was generated from the metalanguage talk using the learner's L1, as well as from the written prompt provided by the expert.

In the following set of data, we will observe how the learner's initiation of help by using the L1 for word search during the conversational activity between the expert and the learner leads to the development of self-regulation of the same lexical word in the relevant interactional context with a peer.

Excerpt [5] Tomo: NS Megan: learner
(Week 9: Session 6)

- 1 Megan: watashi wa nihongo no hooga accounting yori (.) sukidesu.
I like Japanese better than (.) accounting.
- 2 Tomo: Ohhh, (laugh) dooshite desuka?
Ohhh, (laugh) why do you like Japanese better?
- 3 Megan: umm, totemo tanoshii desu.
Well, it's very fun.
- 4 Tomo: a::
O::h
- > 5 Megan: sensee wa (2.0) kind. How do you say that?
My teacher is (2.0) kind. How do you say that?
- > 6 Tomo: Kind is 'shinsetsu'.
Kind is 'shinsetsu'.
- 7 Megan: shinsetsu.
Kind.
- 8 Tomo: [shinsetsu, yeah.
[Kind, yeah.
- 9 Megan: sensee wa shinsetsu:::=
My teacher is ki::nd=

10 Tomo: = desu. ((polite form))
= *is kind*.

Excerpt [18] Megan: scaffolded learner Ethan: scaffolded peer
(Week 9: Session 6)

- 1 Ethan: soo ((laugh)) desuka:: Megan san, nanno kurasu ga ichiban tanoshii desu ka.
Oh ((laugh)) I see:: What class do you enjoy the most, Mara?
- 2 Megan: a:: nihongo ga su:: ichiban (1.0) tanoshii desu.
We::// I li::ke enjoy Japanese (1.0) the most.
- 3 Ethan: soo desuka. ((laugh))
I see. ((laugh))
- > 4 Megan: sensee wa nihongo no sensee wa a:: **shinsetsu shinsetsu** <shima>? **shinsetsu** desu.
My teacher my Japanese teacher is a:: kind kind ((error)) kind.
- 5 Ethan: ((laugh))
((laugh))
- > 6 Megan: totemo **shinsetsu** desu. (2.0) nihongo no sensee wa totemo omoshiroi desu.
She is very kind. (2.0) My Japanese teacher is very funny.

What the peer-peer interaction shows in Excerpt [18] is the learner's increasing self-regulation of the lexical item *shinsetsu* ('kind') elicited by the expert in Excerpt [5]. In line 4 of Excerpt [18], Megan displays evidence of appropriation of expert help that had been previously negotiated through the use of the learner's L1. In this turn, again, the learner's restructuring of the target lexical item is manifested through the adjacent use of a brief pause filler *a::* and with a try-marked erroneous utterance in Japanese, *shima?* in the middle of her word search. After a few attempts to repeat the word *shinsetsu*, Megan is finally able to regain self-control of regulation without intervention from her partner. In line 6, we can witness the learner's more elaborated control of the lexical use in providing her response, which

is evidenced by the ability to incorporate the target word into the main sequence of talk.

The following pair of collaborative engagement of talk demonstrates further evidence that the learner's increased ability is revealed not only by the actions undertaken by the learner during the session with the expert, but also by the independent performance of the learner in the subsequent session with the peer. What characterizes the first segment of the pair is that the extensive use of the L1 mediates the learner's negotiation with the expert for metalinguistic attention to L2 forms beyond the learner's current target grammar; the second segment illustrates how the learner's self-regulatory control of the new L2 knowledge appropriated from the scaffolded interaction with the expert emerges in the subsequent interaction with a peer.

Excerpt [3] Erika: NS Diane: learner
(Week 9: Session 6)

- 1 Erika: hima na toki wa:: nani o shiteimasu ka.
Whe::n you have spare time, what do you do?
- 2 Diane: (.)
(.)
- 3 Erika: 'hima na toki' is when you have spare time¿
'hima na toki' is when you have spare time¿
- 4 Diane: (2.0) terebi o mite:: ((laugh)) =
(2.0) watch TV:: ((laugh)) =
- 5 Erika: ((laugh))
((laugh))
- 6 Diane: = bowling o shite:: e:: benkyoo shimasu.
= go bowli::ng a::nd study.
- 7 Erika: a:::
O::h
- 8 Diane: And nemasu.
And sleep.

- > 9 Erika: *nemasu. ((laugh)) maybe you can say like 'terebi o mitari:.'*
Sleep. ((laugh)) maybe you can say like 'watch TV:.' ((Expert provides an alternative version.))
- > 10 Diane: *mitari? What is the difference, 'mitari' and 'mite'?*
mitari? What is the difference, 'mitari' and 'mite'?
- 11 Erika: *uhhh*
uhhh
- > 12 Diane: *Is it more like formal or more polite?*
Is it more like formal or more polite?
- > 13 Erika: *It's more common.*
It's more common.
- 14 Diane: *Oh, mitari*
Oh, watch
- 15 Erika: *[mitari:.*
[watch
- > 16 Diane: *So how about <shita>, <shiteri>? ((error: verbal conjugation))*
So how about <shita>, <shiteri>?
- 17 Erika: *(1.0) shi, shitari:.*
(1.0) d, do
- 18 Diane: *shitari:.*
do
- 19 Erika: *Yeah.*
Yeah.
- > 20 Diane: *Everything is 'tari'.*
Everything is 'tari'.
- 21 Erika: *[mitari:.* *shitari:.* *yeah.*
[watch or do yeah.

In this excerpt, the contingent use of L1 enhances the learner's participation in a metalinguistic discussion of the new L2 form. In this exchange, the learner is no longer a passive interlocutor of the assisted interaction, but the learner's active learning through mediation in L1 provides her with a mediating tool to evaluate and understanding the meaning of the L2. For instance, in line 1, Erika's first question mediated only in L2 fails to elicit Diane's answer; however, as soon as Erika contributes the L1 version of the question, Diane is able to construct her sentences in L2 (lines 4,6, and 8). Another notable example is Erika's initiation of providing the

alternative verbal form¹⁹ *mitari* to the form *mite* produced by Diana in line 9: in this sequential segment, Erika's provision of other-regulation with the particular use of the new form *-tari* over *-te* triggers the learner's collaborative analysis using L1 with the expert (lines 10 and 12). Erika's brief reasoning of the preferred use of the verb *mitari* (line 13) by using the L1 serves as a metalinguistic function that enables the learner's understanding of why they are using a particular linguistic form (Donato, 1994; Swain and Lapkin, 1998), which leads to the restructuring of the new knowledge through the externalization of the private speech *oh* (line 14). Diane's immediate production of the new form is followed by her further attempt to extend her production of the form, which, however, contains an error in verb inflection (line 16). Erika's additional other-regulation allows the learner to access the correct L2 form more readily and overtly state her generalized understanding of the verb form to which she has just been introduced (line 20). The skillful handling of both languages on the part of the expert serves to make connections between one language and the other that might develop the learner's ability to appropriate resources from scaffolded negotiation and to apply what the learner appropriates to the future interactions. Erika contributes the candidate linguistic form, and Diane is able to analyze the appropriate inflected form through engaging in dialogic negotiation with her partner.

¹⁹ The verbal form of *-tari* is used when the speaker makes an example list of verbs among a possible larger list. The *-te* form of the verb, on the other hand, is usually used to describe a sequence of event. In the given context of the interaction, Erika judges that the *-tari* form is more appropriate because Erika's question is to ask Diane to give a few examples out of things that she may do in her spare time.

In the following peer-peer interaction, we clearly witness evidence of the transfer of cognitive functions from the interpsychological domain to the intrapsychological domain within the same learner. Diane's independent production of the assisted L2 form is realized by her appropriation of the dialogic negotiation mediated through the L1 in the preceding interaction with the expert.

Excerpt [19] Diane: scaffolded learner Ethan: scaffolded peer
(Week 9: Session 6)

- 1 Ethan: shuumatsu wa doo deshitaka.
How was your weekend?
- 2 Diane: yokattadesu.
It was good.
- 3 Ethan: nani o shimashitaka.
What did you do?
- > 4 Diane: terebi o **mitari** ((*laugh*)), bowling o **shitari**, nemashita.
I watched TV ((laugh)), went bowling, or slept.
- 5 Ethan: soo desuka:: bowling wa tanoshii desuka.
I see:: do you have fun bowling?
- 6 Diane: a:: hai, totemo tanoshii desu. Ethan san, shuumatsu wa doo deshitaka.
We::ll yes. I have a lot of fun. How was your weekend, Ethan?
- 7 Ethan: a::: shuumatsu wa:: yokattadesu.
We:::ll it wa::s good.
- 8 Diane: nani o shimashitaka.
What did you do?
- 9 Ethan: shukudai o shimashita, soshite arubaito o shimashita.
I did my homework, and then went to work.

Excerpt [19] shows that the entire sequence from lines 1 to 9 displays the learners' undisrupted orientation to the activity as ordinary conversation among peers. This orientation is particularly evident in the learners' controlled handling of verb tenses in the unfolding negotiation of interaction. The most salient feature observed in this interaction is Diane's self-regulatory control over the construction

of the new target form *-tari* with the nonverbal behavior of laughter that follows it. This laughter is not of an incidental occurrence, but it emerges as the learner's conscious behavior of successfully having appropriated what was previously negotiated with the expert partner and providing the correct L2 form across the conversationally relevant contexts.

Another aspect of the learner's self-regulation in Excerpt [19] is the learner's ability to generalize what was appropriated and apply it to her new utterance: in the previous interaction with the expert, the focus of their metalinguistic discussion is on the use of the target verbal structure *-tari* in the sentence in present tense²⁰; in this peer interaction, she employs the same structure to describe the past activities. Vygotsky (1986) claims that mastery in learning results from the learners' expending what they have learned in one context to new contexts. According to Vygotsky, learning involves two types of concepts: everyday (general) and scientific (particular) concepts. He argues that success in learning a foreign language lies in the transferring of its concrete linguistic forms of phenomena to the level of abstract, general thoughts. The learner's ability to generalize on the basis of the dialogically assisted interaction with the expert is very crucial because it provides evidence that the learner's linguistic representation has altered. In the oral interview, Diane discusses the difference in feedback provided between her first and second native partners and how it affects her subsequent learning in L2.

²⁰ There is a general understanding that Japanese has aspect but no tense; however, it has been common among instructors of Japanese to use the term *tense* for the classification of perfect/imperfect forms of predicates.

...and with the native speakers they were helpful, they taught me and corrected me with new things we haven't learned. I felt more confident towards the end with the second native speaker. She wasn't saying such hard things that we didn't learn ((laugh)), I knew what she was saying. When she corrected me, she would tell me how to say things like patterns and stuff we already learned. Then with the first one I think she was telling me like things that I didn't know, so I didn't know how to, I mean, she would just say it, but I wouldn't know what she is talking about, so we didn't learn it, but the second one, she was telling us the one we had learned in class, so I could relate easier. (Diane, OI)

From this data, we find that the ineffectiveness of help from the first native partner results from the expert's lack of awareness of what is available as a place for development in the learner; in other words, the expert fails to provide help in a way that can facilitate the learner's conceptual understanding of the L2 form beyond her current proficiency level. On the other hand, the interaction with the second expert partner (Erika) displays evidence of the learner's ability to self-regulate, as shown in Excerpt [19]. Although the expert's metalingual rationale for the preferable use of the alternative verbal structure *-tari* in Excerpt [3] appears as simple as being "more common", Diane's successful attainment of self-regulation over the new form derives from the learner's successful appropriation of resources negotiated with the expert within the learner's ZPD as a mediating tool for self-regulation in the subsequent engagement with the peer.

5.2.3. Symmetrical self-regulation in interaction

The focus of the peer-peer interactions has so far been on ways in which the learners who had scaffolded interactions with the expert would show sign of self-

regulated control of the scaffolded L2 forms in the subsequent interactions with peer learners. According to Lantolf and Ahmed (1989), interactional relationships, depending on the participants' stages of self-regulation, can be either symmetrical or asymmetrical. If both learners can jointly participate in the conversation and assume their alternating roles within the same interaction, it entails a state of intersubjectivity between them.

The excerpts that follow show evidence of symmetrical interactional relationships in which both learners have appropriated resources that were previously mediated in the interactions with their expert partners and have successfully gained self-regulation of the particular L2 construction. Analysis also includes the investigation of a range of other-regulation offered to these two individual learners. Next, we will examine how these learners mutually externalize their abilities to self-regulate in the subsequent interaction with each other.

Excerpt [20] Tomo: NS Carl: learner
(Week 6: Session 4)

- 1 Tomo: ((laugh)) Hawaii igai ni dokoka ittakoto wa arimasuka.
((laugh)) *Have you been somewhere other than Hawaii?*
- > 2 Carl: ittakoto::
Have you bee::n
- 3 Tomo: dokoka, somewhere.
Somewhere, somewhere.
- > 4 Carl: What was the question?
What was the question?
- > 5 Tomo: Have you been somewhere other than Hawaii?
Have you been somewhere other than Hawaii?
- 6 Carl: a:;, how do you say 'summer'?
umm, how do you say 'summer'?
- 7 Tomo: Summer? natsu.
Summer? ((Japanese equivalent))

- 8 Carl: natsu::
Summe::r
- 9 Tomo: [ni,
[for,
- 10 Carl: [ni, natsu ni nihon ni a:: ki, ikimashita.
[for, for summer I uh:: went to Japan.
- 11 Tomo: a::, ittandesuka.
O::h, you did.
- 12 Carl: a, hai. tanoshikatta. ((laugh))
Yeah, I had a good time there. ((laugh))

In line 1, Tomo uses the L2 grammar structure *~takoto ga arimasu* ('have done before') in her question to Carl. Because this particular structure is new to the students at this level, Carl's partial uptake of the form in line 2 still seems to be object-regulated. Then, in line 4, he switches to L1 to overtly ask what her question was. In her next turn, Tomo ends up providing her question in English. The learner's negotiation of expert help in the L1 (lines 4 to 8) allows the learner to successfully understand the meaning of the new form and to retrieve a lexical item *natsu* ('summer'), so that he can resume topical talk by providing his answer in Japanese. His complete response in Japanese (line 10) marks the return to the main sequence of interaction.

The following segment clearly demonstrates a sign of increasing self-regulation in the same learner Carl as he is engaging in a conversation with his other expert partner Erika.

Excerpt [21] Erika: NS Carl: learner
(Week 12: Session 7)

- 1 Erika: ja:: moshi:: okane ga attara:: fuyuyasumi nani ga shitaidesu ka.
The::n i::f you ha:d money, what would you like to do?
- 2 Carl: a:: ryokoo shitaindesu.

- u::h I want to travel.*
- 3 Erika: doko ni ikitaidesuka.
Where do you want to go?
- 4 Carl: a:: <yooroppo>, yooroppa? ((error: pronunciation))
u::h <Europa>, Europe?
- 5 Erika: yooroppa.
Europe.
- 6 Carl: London to:: Furansu to:: ((laugh))
London a::nd France a::nd ((laugh))
- 7 Erika: yooroppa ni ittakoto wa arimasu ka.
Haven you been to Europe?
- > 8 Carl: a:: hai. London ni:: ittandesu. itta=
u::h yes. I went to London. I have=
- > 9 Erika: =koto ga=
=been
- >10 Carl: =arimasu.
=to London.
- 11 Erika: doodeshita ka.
How was it?
- 12 Carl: a:: sukidesu.
uh:: I like it.

First, from line 8 through line 10, we can see the learner's increased ability to understand Erika's question in the prior turn and to initiate his appropriate response using the same target form *-takoto ga arimasu* in a new context of topical talk. In line 8, importantly, Carl's initial sign of self-regulation of the form emerges when he initiates self-repair on his first utterance *ittandesu*, which is immediately followed by his attempt to produce the proper form *ittakoto ga arimasu* ('have been to'). The difference between this and previous interactions is the levels of expert help provided for the learner's shifting control of regulation: while Tomo provides help in the L1 in responding to Carl's inquiry of her original question (line 5 of Excerpt [20]), Erika's intervention is contingent on the learner's developing self-regulation in producing the form. The co-constructed sequences observed from lines 8 to 10 of

Excerpt [21] display a marked reduction in the amount of help on the expert's part in response to the learner's emerging ability to produce the target form independently, and it is noteworthy that the contingent quality of Erika's assistance succeeds in maintaining the current flow of the conversation rather than disrupting it.

Excerpt [22] shows evidence that the ZPDs for the same target linguistic form vary depending on the learners' levels of regulation and therefore involve different behaviors of help and negotiation. Let us examine how the development of the dialogic activity between the expert and the learner in this excerpt contrasts with the previous counterparts in terms of the learner's move for negotiation on the specific L2 form and the expert's provision of help pertaining to the learner's ZPD.

Excerpt [22] Toshi: NS Chris: learner
(Week 12: Session 7)

((Toshi is asking Chris why she wants to visit Tokyo.))

- 1 Chris: koto ga arima a, a, ittakoto ga arimasu. I've never been to a big, big city.
Have, a, a, have been to. I've never been to a big, big city.
- 2 Toshi: a:: ok. big city, ookii machi.
O::h, ok. Big city, big city.
- 3 Chris: ookii=
Big=
- 4 Toshi: =machi.
=city.
- 5 Chris: Is 'machi' big?
Is 'town' big?
- > 6 Toshi: ['machi' is a kind of town, so maybe you can say 'ookii toshi'.
['Town' is a kind of town, so maybe you can say 'big capital.'
- 7 Chris: toshi.
Capital.
- 8 Toshi: toshi. This means a kind of capital, a big city, usually.
Capital. This means a kind of capital, a big city, usually.

- > 9 Chris: <ikukoto> ga arimasen. ((error: verb conjugation)) [So it's like
[So it's like
never <to go>.
- > 10 Toshi: ittakoto ga arimasen.
Never been to.
- 11 Chris: Yeah.
Yeah.
- > 12 Toshi: 'ikukoto' is kind of present tense, so you never went there, so
'ittakoto ga arimasen.'
'To go' is kind of present tense, so you never went there, so
'have never been to.'
- > 13 Chris: Right, ok.
Right, ok.

In this excerpt, the use of the learner's L1 plays a major role in negotiating the scaffolded interaction in the ZPD. In line 1, Chris's production of the form *ittakoto ga arimasu* is grammatically correct, but there is a semantic discrepancy between the actual production and the intended meaning of her utterance. The learner's immediate code-switch to L1 to give the intended sentence enables Toshi to notice this semantic discrepancy in the learner's utterance and to provide other-regulation in his later turns. In line 5, Chris pursues her question in English to understand the meaning of the lexical word *machi*. The learner's move in her L1 triggers Toshi's offer of an alternative word *toshi* ('capital'), followed by the expert's further explanation of the word in English (line 8). In line 9, the English word *so* in Chris's utterance is an instance of private speech in which she presents her own version of the form which contains an error. Then, in response to her analysis, Toshi provides the correct form *ittakoto ga arimasen* ('have never been to') in the following line. From lines 10 to 12, there is a shift in the kind of expert assistance:

in comparison to what we find in line 10, his help in line 12 appears more explicit and concrete with the incorporation of metalanguage talk in the dialogic interaction. Notice that the intervention becomes more upgraded in line 12, as the learner's response is downgraded with *yeah* in the prior turn (line 11). Chris's response *right, ok* in line 13 suggests that she has already been aware of the correct use of the target structure, marking a shift of the on-going interaction.

The final example that evidences the learner's internalization in the subsequent interaction with a peer illustrates symmetrical self-regulation performed by the two learners in their collaborative construction. Again, in this excerpt, we observe the learners' emerging L2 competence to self-regulate what they appropriate in one linguistic context (with expert) and apply it to another relevant context (with peer) as they jointly collaborate in conversation.

Excerpt [23] Carl: scaffolded learner Chris: scaffolded peer
(Week 12: Session 7)

- > 1 Chris: Yeah. a:::m nihon ni ikitaindesu. Oh, niho::n ni **ittakoto ga arimasuka**.
Yeah. u:::m I want to go to Japan. Oh, have you been to Japan?
- > 2 Carl: hai. Tokyo ni (2.0) Tokyo ni **ittakoto ga arimasu**.
Yes. To Tokyo (2.0) I have been to Tokyo.
- 3 Chris: soo desuka. nani o <shimasu> ka, nani o shimashitaka.
((error: verb tense))
Oh, really? What do you do, did you do? What did you do?
- 4 Carl: a:: eeto sightseeing desu.
We::ll I went sightseeing.
- 5 Chris: nihon ni-
In Japan-
- 6 Carl: [shopping desu.
[Went shopping.
- 7 Chris: a:: soo.
Oh, I see.

- 8 Carl: takaidesu.
It's expensive.
- 9 Chris: Yea:::h. ((laugh)) bargain, bargain!
Yea:::h. ((laugh)) bargain, bargain!
- 10 Carl: ((laugh))
((laugh))
- 11 Chris: nihon e itsu ikimashitaka.
When did you go to Japan?
- 12 Carl: a::: last year? <kotoshi>? ((error: vocabulary))
uh::: last year? this year?
- 13 Chris: (..) a::: tenki wa doodeshita?
(..) uh::: how was the weather?
- 14 Carl: a::: takusan ame ga::=
a::: a lot of rain=
- 15 Chris: =furu.
=falls.
- 16 Carl: furu, hai.
falls, yes.

What seems to be significant in this interaction is that, both learners, by appropriating what was previously scaffolded by their expert partners in the prior session, demonstrate their symmetrical self-regulation over the construction of the target linguistic form *-takotoga arimasu* with the same verb *itta* ('have been to'), while maintaining their shared perspective of the interaction as it unfolds. In line 1, Chris's utterance *oh* is another instance of private speech that helps her to restructure her ability to produce her sentence using the scaffolded L2 form. In addition, we can see the learner's further self-regulated control of this particular form by modifying it into a relevant question sentence, *ittakoto ga arimasu ka* ('have you ever been to?'), the form that is different from the one she had previously produced as a statement (*ittakoto ga arimasu*) in the interaction with her expert partner. In line 2, after a two-second pause, Carl is also successfully able to

produce the same linguistic form independently in his response to Chris. Carl mentions in his written interview,

After speaking with the native speakers, I try to use any new Japanese that I learned from them with my partners. (Carl, W1)

As we can see, Carl's effort to output his new Japanese into the subsequent peer sessions is clearly reflected in his interaction with Chris. The learner's self-regulated behavior observed in Excerpt [23] emerges as a consequence of having made use of mediated resources from the native partner: these resources become available to the learner as a tool for restructuring and/or self-regulation of the new L2 form across relevant contexts.

In the oral interview, the other learner, Chris, elaborates on her experience in this particular interaction with her peer Carl, as shown below:

It ((the activity)) was really great....cause today when I was speaking with ((a classmate's name)), we had both just got finished speaking with the native speakers.....and he brought a lot of what he had learned from the native speaker so that I learned from that, like 'koto ga arimasu', yeah, so I would say it was a really good success, from my own personal experiences and from who I had interacted with. (Chris, O1)

Her interview data reveals that the conversational activities proved to be a great success for the learner because of what she learned from her own learning experiences and from the particular individuals she had interacted with. The subsequent peer session in Excerpt [23] gives both learners the opportunity to use their new L2 knowledge gained through the experts' assistance with each other, which provides evidence of the learners' symmetrical relationship of self-regulation.

Another important feature that constitutes this interaction is the learners' control of other linguistic forms in their collaborative interaction. In line 3, Chris's increased self-regulation seems to facilitate self-initiation of repair over other aspects of his L2 production as well. In this turn, she is able to promptly notice her erroneous utterance (verb tense) and correct it independently, thus providing evidence of self-controlled speech. On the other hand, Carl, except for his self-regulated performance shown in line 2, does not seem to have sufficient control of his speech, as observed from his overuse of the copula *desu*. The sequences between line 4 and line 11 represent the learners' orientation to their activity as conversational exchange, with a moment of laughter shared by the learners. In line 12, Carl initiates help from his peer partner by try-marking the words in both English and Japanese. Receiving no help from his peer, Carl continues with another try-marker in line 12. From line 14 to line 15, we can observe an instance of peer scaffolding in the form of co-construction: Chris encounters Carl's difficulty in formulating his utterance and steps in to provide a verb phrase to continue what Carl has said. Carl accepts the verb as uptake by the co-constructed help from his peer (line 16). This phenomenon of learners' solicitation and provision of help among peers has increasingly proliferated through the sessions over the course of the semester, and it can be argued from these observations that the interactions with the experts have benefited the learners in their attainment of new abilities to negotiate for peer scaffolding, as well as to gain self-regulation of the target language.

5.3. Analysis C: Peer scaffolding: from the intrapsychological to the interpsychological

In the previous section, we have observed that the learners' appropriation of scaffolded interactions with the experts provides evidence of self-regulation (or internalization) of the target L2 forms as they are engaging in the subsequent interactions with other peers. The main focus of this section is to examine the possibilities that the learners' new abilities gained from the interactions with the experts may allow the learners to develop self-regulation as an interpsychological resource for assisting their peers in the subsequent interactions.

To analyze data in this section, I will first present sets of data from the expert-learner interactions in which the learners' performance reflects reliance on other-regulation; then, in the other sets of data, I will show the learners' movement from other-regulation to self-regulation, wherein the learners appropriate expert help and exteriorize their new expertise to provide other-regulation for peers in the interactions.

5.4. Data

5.4.1. Emergence of peer scaffolding in interaction

In the following excerpt, Katie, the learner, self-initiates help for the lexical item *saikin* ('lately') when she hears her native partner Tomo use it in her sentences.

Excerpt [24] Tomo: NS Katie: scaffolded learner
(Week 3: Session 2)

- 1 Tomo: Saikin wa, saikin nani mo miteimasen.
Lately, I haven't watched any lately.

- 2 Katie: a:::
u:::h
- 3 Tomo: ((laugh)) saikin, Katie san wa saikin eiga o mimashita ka.
((laugh)) *Lately, have you watched any movies lately?*
- > 4 Katie: saikin? uhhm.
saikin? uhhm.
- > 5 Tomo: [lately?
/lately?
- 6 Katie: Lately. saikin eiga o <mimasendeshita, mimasen>?
((aspectual errors))
Lately. I <didn't, don't> watch any movies lately?
- > 7 Tomo: miteimasen.
Haven't seen them.
- 8 Katie: miteimasen.
Haven't seen them.

First, when Katie hears Tomo use the lexical word *saikin* in her sentences, she addresses her unfamiliarity by try-marking the word, *saikin?*. Then, in the following turn, Tomo provides the English equivalent to the word, *lately*, but does so by confirming her English version of the word with a rising intonation. In this sequence, Tomo assumes Katie's expertise on the L1 version, while maintaining her responsibility of being a scaffolder of the target language form. Notice that Katie immediately takes up the new word and uses it in her sentence. Again, the role of L1 is important here in the collaborative negotiation in that it facilitates L2 production and allows the interlocutors to sustain dialogue with one another (Antón and DiCamilla, 1999). In line 6, to respond to Tomo's question, Katie initiates another other-regulation by try-marking the verbal forms in Japanese. Tomo's supply of the correct verbal form *miteimasen* is immediately followed by Katie's uptake of the word (line 8).

The following excerpt illustrates the emergence of scaffolded development by the same learner and how it is externalized as a new ability of self-regulation for providing help for her peer in the subsequent interaction.

Excerpt [25] Katie: scaffolded learner Joyce: peer learner
(Week 3: Session 2)

- 1 Katie: a:: saikin eiga, eiga o mimashitaka.
u::h movie, have you seen any movies recently?
- > 2 Joyce: Oh, saikin?
Oh, saikin?
- > 3 Katie: Recently.
Recently.
- 4 Joyce: Oh, is it movie?
Oh, is it movie?
- 5 Katie: Have you seen any movies?
Have you seen any movies?
- 6 Joyce: a:: iie, a:: saikin eiga o:: mima, a::
u::h no, u::n recently movies u::h see u::h
- 7 Katie: [You didn't see any movies, right?
[You didn't see any movies, right?
- 8 Joyce: hai, soo desu. (3.0) benkyoo shiteimasu.
Yes, that's right. (3.0) I have been studying.
- 9 Katie: ((laugh))
((laugh))

What characterizes this segment of peer interaction is the discursive use of L1 as a strategic resource both in scaffolding and in constructing a shared perspective on the conversation. Katie, the scaffolded learner, takes the lead and draws on her new knowledge to other-regulate her peer: in line 1, by appropriating what was previously negotiated with her expert partner, Katie is able to demonstrate increased control of the scaffolded lexical item *saikin* and to incorporate it into her question to the peer partner Joyce. In line 2, Joyce immediately picks up on the target item and self-initiates help for its meaning; and

then Katie initiates other-regulation by providing the L1 version *recently* in line 3. The sequential organization of this excerpt, almost identical to that of the expert-learner data observed in [24], displays the learner's externalizing of self-regulation as an ability to help her peer with the same lexical item *saikin* in the activity. In her interview, Katie discusses her appropriation of the expert-learner interaction as a way to provide help for her peers: "If I had learned something that the native speakers corrected me on, I teach them" (Katie, WI). In this peer interaction, Katie uses L1 to explicate the intended meaning of her question (line 5) and to confirm her understanding of the incomplete sentence produced by her peer to achieve intersubjectivity (line 7). By using L1 as a mediating device, Katie assumes her expert role to provide scaffolding for her peer and guide their action through meaning-making activity.

The following pair of excerpts further exemplifies the role of scaffolded interaction in the learner's ability to appropriate expert help across sessions.

Excerpt [26] Yasu: NS Megan: learner
(Week 6: Session 4)

- 1 Megan: a:: apaato, apaato wa kirei (..) desuka.
U::h, is your apartment (..) clean?
- 2 Yasu: a::, kirei (.) de kekkoo hiroi.
U::h, it's clean (.) and very spacious.
- > 3 Megan: kirei a::
It's clean, u::h
- > 4 Yasu: kirei DE hiroi. a:: hiroi wa:: 'spacious'.
It's clean AND spacious. U::h hiroi is 'spacious'.
- > 5 Megan: kirei de hiroi. a:: soo <desu> ((error: deletion of the particle ka))
It's clean and spacious. O::h, that's right.
- 6 Yasu: Megan wa:: kazoku to sunderu?
Do you live with your family?

7 Megan: hai, hai.
Yes, yes.

The expert-learner interaction above features the provision of other-regulation with the target linguistic item *de* that connects (some) adjectival words. In line 2, Yasu produces his sentence using this key item in order to describe his apartment. Megan's utterance of the elongated vowel *a::* in line 3 suggests her appeal to interpsychological knowledge. Then in line 4, Yasu reiterates the whole sentence highlighting the target item with stress, which results in the learner's uptake of the target sentence with comprehension, as indicated in line 5.

Excerpt [27] Megan: scaffolded learner Lin: scaffolded peer
(Week 6: Session 4)

1 Megan: uchi wa ookiku (..) ookii desuka. ((laugh))
Is your house bi- (..) big? ((laugh))
2 Lin: a:: (2.0). hai. ((laugh))
Uh:: (2.0). Yes. ((laugh))
3 Megan: kiree desu ka.
Is it clean?
-> 4 Lin: hai. kiree (..) <ni> shizuka desu. ((error: connective adjectives))
Yes. It's clean (..) and quiet.
-> 5 Megan: kiree **DE**?
It's clean AND?
6 Lin: oh, hai. ((laugh))
Oh, yes. ((laugh))
7 Megan: ((laugh))
((laugh))

Excerpt [27] presented above illustrates the learner's self-regulation as an interpsychological resource for providing assistance for her peer. What we observe here can also be inferred from the learner's comment in the written interview data: "When speaking with the native speaker we know correct ways of speaking + can

take that back with us to our classmates” (Megan, W1). As In line 4, Lin, the peer learner, produces her sentence that contains an incorrect connective phrase *ni*. Although there is no indication of self-initiated help on the part of the peer partner, Megan initiates other-regulation by stressing the correct phrase *de* for the same preceding adjectival word *kiree* (‘clean’) with upward intonation. Such a suggestive move in the learner’s scaffolding behavior is indicative of an emphasis on exchanging ideas (Guerrero and Villamil, 2000), rather than an authoritative or prescriptive stance by which one simply assists the other. In lines 6 and 7, the students share a moment of laughter based on a shared perspective of the situation, and stay in tune with one another (Guerrero and Villamil, 2000).

In Excerpt [28] presented below, the learner’s initiation of help in the L1 marks the shift from the main sequence of interaction to the scaffolded negotiation between the learner and the expert. This excerpt provides evidence that the learner’s externalization of self-regulation leads to the emergence of the new L2 capacity to provide other-regulation for peer scaffolding within the ZPD.

Excerpt [28] Toshi: NS Leah: learner
(Week 8: Session 5)

- 1 Toshi: nan de, um, kaikee to eigo ga sukidatta no?
nande, *why?*
Why, um, did you like accounting and English?
- 2 Leah: Why? u::h omoshikute, a:: tanoshii.
Why? u::h They are interesting and fun.
- 3 Toshi: tanoshii? omoshirokute tanoshii. sensee wa doo deshita ka.
Fun? Interesting and fun. How was your teacher?
- 4 Leah: eeto:: yokattadesu.
We::ll she was good.
- 5 Toshi: dooiu, dooiu fuu ni? How? How?

- In what way? How? How?*
- 6 Leah: eeto, kan- how do you say 'easy'? kan?
Well, ea-, how do you say 'easy'? ea?
- > 7 Toshi: [kantan
[easy
- > 8 Leah: ((laugh)) (3.0) totemo kantan de::
((laugh)) (3.0) it's easy, a::nd

From line 1 to line 4 of this excerpt, Toshi, the native speaker, asks Leah, the learner, in what ways she liked her teachers in high school. In line 6, Leah switches to L1 to elicit help with the Japanese equivalent to the English adjective *easy*. As soon as Leah try-marks the first portion of the adjective in Japanese, Toshi supplies the candidate adjective *kantan* in the following line. What seems notable in Leah's uptake of the adjective in line 8 is her laughter accompanied with a 3-second pause. Following these non-verbal behaviors, Leah demonstrates restructuring of her ability to incorporate the target adjectival phrase into the main sequence of the talk.

Excerpt (29) Leah: scaffolded learner Chris: scaffolded peer
 (Week 8: Session 5)

- 1 Leah: eeto:: kookoo to daigaku o dochira ga su:: sukidesu ka.
We::ll which do you like better, high school or college?
- 2 Chris: (2.0) kookoo ga ichiban sukidesu.
(2.0) I like high school the best.
- 3 Leah: ((laugh))
 ((laugh))
- 4 Chris: totemo yasashii? yasashikatta desu? easy.
It's very easy? It was easy? easy?
- > 5 Leah: ummm.
ummm.
- > 6 Chris: Easy?
Easy?
- > 7 Leah: Isn't it '**kantan**'?
Isn't it 'kantan'?
- 8 Chris: All right, kantan.
All right. kantan.

Excerpt [29] displays another instance of peer-generated scaffolding as the externalization of self-regulated ability observed in the same learner. In this interaction, Leah and her peer Chris are discussing their high school and college life. In line 4, after a few try-markings of the adjectival form in Japanese, Chris code-switches to English to initiate word search for the alternative Japanese adjective for the word *easy*. The pause filler *ummm* produced by Leah in line 5 can be considered as private speech the learner uses to regulate her thinking at the intrapsychological plane before providing the answer that her peer is looking for. In line 6, Chris makes another attempt to solicit help from Leah with a rising intonation, and in line 7 Leah finally provides the alternative adjective *kantan*, the same phrase that was previously negotiated with her native partner. The learner's successful appropriation of resources that were made available from one context (with the expert) to another topically relevant context (with the peer) provides the learner with an ability to self-regulate and then externalize the ability to other-regulate the peer. Notice that Leah's scaffolding is presented in a question sentence *Isn't it 'kantan'?*: her help takes in the form of suggestion rather than the overt provision of corrective feedback. In her written interview, Leah mentions that the interaction with the native partner makes her feel more comfortable speaking and "take more chances" helping other classmates if needed (Leah, WI). However, the oral interview data shows that she does not consider it to be appropriate to "correct" her peers, who have the same/similar language background as she does. Her comment is shown as below:

We are kind of on the same level, you know what I mean? So correcting someone else, it's like I am better than them when I am not ((laugh))! But with the native speakers, you can just take it implicitly, cause it's like they know, you know. So for me to be telling someone else, or...you are using a wrong particle...maybe I would help them with words, but to correct particles and all that stuff...I don't know myself ((laugh)). Maybe I would repeat something they ((native speakers)) said, but never be like 'oh, you are saying it wrong.'
(Leah, OI)

Chris, her peer partner, also makes a similar statement on peer scaffolding in her oral interview:

No...or I feel like I wouldn't say like correcting more like helping, helping I would do on occasions, but correcting...sounds kind of condescending...like 'I know better.' I feel in no position to 'correct' anybody, because I think we are pretty much on the same level, we are learning the same thing. (Chris, OI)

The interview data above shows that the learners' hesitance to make a "correction" as a form of peer scaffolding has to do with their awareness of being on the same linguistic level as their classmates. The idea of "correcting" makes the learners appear to "know better" than others and could become a face-threatening act (Brown and Levinson, 1987) to the classroom environment. Therefore, the suggestive stance observed in Megan's help (*kirei DE?*) in Excerpt [27] and in Leah's help (*Isn't it 'kantan'?*) in the previous excerpt saves the learners from committing the face-threatening act, allowing both the learner and the peer to equally use L2 that they are learning.

The last set of data illustrates how the learner's self-regulated control of the linguistic form that is newly introduced by the expert evolves into an interpsychological ability to provide peer scaffolding.

Excerpt [30] Yasu: NS Joyce: learner
(Week 12: Session 7)

((Discussing their winter plans))

1 Joyce: OK. ((laugh)) a:: Los Angeles ni (1.0) ittara? ittara? When I am in Los Angeles?

OK. ((laugh)) U::h when I go to (1.0)? go to Los Angeles? When I am in Los Angeles?

2 Yasu: Uh, huh.

Uh, huh.

-> 3 Joyce: a::m tomodachi to, to isshoni hang out.

U::h with, with friends, hang out.

-> 4 Yasu: Hang out, a:: may be just 'asobu'?

Hang out, a:: may be just 'asobu'?

5 Joyce: asobu?

asobu?

6 Yasu: asobu.

asobu.

-> 7 Joyce: [play?

[play?

-> 8 Yasu: Not really 'play' but we usually say just 'asobu' to meet, to hang out.

Not really 'play' but we usually say just 'asobu' to meet, to hang out.

9 Joyce: OK.

OK.

Again, a close examination of this data shows that the learner's L1 is extensively used for the purpose of negotiated interaction as well as for the purpose of metalanguage talk on the language form. In some of the expert-learner interactions observed so far, the code-switch to the L1 marks the learner's solicitation of help from the expert; in other words, the learners use their L1 to initiate a lexical search in L2. In this interaction, Joyce, the learner, continues her Japanese sentence by inserting the phrase *hang out* in English. In line 4, Yasu immediately assumes his expert role to suggest the candidate word in Japanese,

asobu. After her try-marking of the Japanese word, the learner switches back to her L1 to clarify the meaning of the verb by saying *play?* in line 7. In line 8, Yasu employs the learner's L1 to resort to the metalinguistic explanation of the verb. The contingent use of the learner's L1 for scaffolded negotiation seems effective at this point in facilitating the learner to evaluate and make sense of the meaning of the particular verbal form in L2.

Excerpt [31] Joyce: scaffolded learner Ethan: scaffolded peer
(Week 12: Session 7)

((Discussing the past weekends and winter plans))

1 Joyce: a:: Los Angeles wa omoshirokatta:: ((*laugh*))
U::h I ha::d fun in Los Angeles ((*laugh*))

2 Ethan: nani o shimashitaka.
What did you do?

-> 3 Joyce: a::: watashi no tomodachi to::: aso- **asobimashita**.
U::h I hun- hung out wi::th my friends.

-> 4 Ethan: (2.0) asobi? ((repeat the first portion of the verb))
(2.0) asobi?

-> 5 Joyce: **Hang out with my friends**.
Hang out with my friends.

6 Ethan: a:: soodesuka:: a::
O::h I see:: we::ll

7 Joyce: So a::m Ethan san, fuyuyasumi wa:: na(.)ni o surundesuka.
So u::h wh(.)at are you going to do o::n winter vacation?

8 Ethan: eeto:: mada wakaranaindesukedo:: tabun arubaito o suru to omoimasu.
We::ll I don't know yet bu::t maybe I think I will do my part-time job.

Peer scaffolding in the excerpt above is evidenced as the learner's use of L1 for the provision of help (line 5). First, the learner's appropriation of what was available in the earlier interaction with the expert enables the learner to demonstrate further self-regulation in the production of the scaffolded verb item (*asobu*) in

different tense and form: in line 3, following the elongation of the vowel *to:::*, Joyce restructures her ability to correctly produce the verb in past polite form *asobimashita* ('hung out') in her answer to Ethan's question about the past weekends. In line 4, after a 2-second pause, Ethan self-initiates help by repeating the verb stem *asobi?* with upward intonation. In line 5, in order to assist her peer partner, Joyce provides the English version of the verb, *hang out*. Her sentence beginning with the English word *so* in line 7 marks the shift in interactional focus: it helps the interlocutors reorient to topical talk from the metalanguage negotiation. Analysis of this data further reveals how the learner's ability to appropriate other-regulation provided by the expert manifest itself through his/her independent control of the language including the ability of restructuring, as well as the development of self-regulation as a resource for other-regulating a peer. The dialogic interaction within the ZPD allows the learners to reflect on the specific L2 form while constructing meaning-making activity which increases the salience of the language used.

5.5. Summary

5.5.1. Evidence of further self-regulation in learner-learner interaction

The first section of this chapter examined the contribution of the assisted interactions with the native speakers to the learner's internalization or self-regulation in the subsequent interactional activities with peer partners. The focus of analysis in the peer-peer data was on evidence of further self-regulation over the L2 forms with

which the learner had received assistance from the expert and the identification of private speech and other nonverbal/verbal behaviors as important resources that evidence the process of internalization in the learner's performance with a peer.

A close examination of the learner-learner interactions presented above provides strong evidence of interconnection between various types of assisted interactions with the native speakers and the development of the learner's self-regulation and restructuring of L2 knowledge in the subsequent performance with a peer learner. The peer-peer data reveal that the learner's successful appropriation of resources mediated in the interactions with the experts (e.g., use of particular L2 items in the unfolding of the ongoing conversations) contributes to the learner's further self-regulation over the construction of the scaffolded L2 forms, as well as the development of their abilities to generalize on what has been appropriated across different conversational contexts.

In the analysis of the learner's independent control of the language in the peer-peer interaction, we have observed that the learner's development of self-regulation is not simply attributed to a single type of mediated interaction with the expert, but has benefited from different types of help negotiated between the expert and the learner. Excerpt [11] shows that the learner who received a diverse range of expert assistance for a specific L2 structure has successfully demonstrated self-regulation in the production of the relevant L2 form when interacting with the peer partner. Furthermore, what is salient in this interaction is that the learner's generalization of what has been appropriated from the expert is evidenced by the

ability to restructure the L2 form in another relevant linguistic context. This finding provides new insight into SLA's little known domain of evidence of the learner's restructuring of L2 knowledge in conversational interactional settings; a few relevant studies investigating the relationship between assisted interaction and L2 learning in the ZPD so far have looked at the learner's development of specific syntactic properties such as the desiderative construction ('want XX to do YY') in Japanese (Ohta, 2000), and the internalized control of L2 linguistic features across writing sessions (Aljaafreh and Lantolf, 1994; de Guerrero and Villamil, 2000). Analysis of the present data reveals that self-regulation in the learners' utterances is not only realized through the accurate production of the target L2 forms but also through the abilities to restructure and incorporate the L2 knowledge into their language use from one conversational context (with the expert) to another relevant context (with peers).

Excerpt [16] displays that the learner's independent production of the assisted L2 form results from the appropriation of resources generated from negotiation through a scaffolding mechanism called prolepsis (Stone, 1993): the expert's other-regulation is provided in a more implicit, co-constructed manner that challenges the learner to reflect on and reanalyze the language independently for self-correction or turn completion. This proleptic approach successfully elicits the learner's self-correction of the L2 form during the interactional session with the expert. In the subsequent peer data, the same learner is able to appropriate the

aspect of assistance and demonstrate her ability to produce the form independently in the flow of the conversation.

Another set of data illustrates that the contingent use of the learner's L1 for providing a wide range of help (lexical, morphological, syntactic, and pragmatic use) facilitates the learners' internalization in the subsequent engagement with peers. In Excerpt [17], the learner's independent production of the target form *totteimasu* is externalized with private speech in English *oh*, providing evidence that mediation through the use of the learner's L1 for the semantic analysis of the morphological form and through the written prompt provided in the negotiation with the expert partner (Excerpt [2]) has promoted the learner's ability to restructure and self-regulate across sessions. Excerpt [18] shows that the learner's appropriation of help negotiated with the expert in the L1 (self-initiation of help for word search) contributes to increased self-regulation in the learner in the peer session. The learner's initial regulation of the target lexical item *shinsetsu* ('kind') takes on slight disfluency, but after a few trials, the learner regains control of self-regulation without intervention from her partner. The pair of Excerpt [3] and [19] displays further evidence that the extensive use of the L1 to negotiate for a newly introduced form – *tari* beyond the learner's current grammar in the dialogic interaction with the expert has enhanced the learner's ability to control the use of the new L2 form in another conversational context with her peer. The L1 is not simply used to seek help from the expert, but also serves to facilitate the learner's active participation in the collaborative negotiation for the pragmatic use of this particular L2 form with her

expert partner. Furthermore, the learner's appropriation of what was negotiated in the interaction with the expert has increased the ability to restructure the L2 knowledge in her new utterance: in the previous interaction with the expert, the focus of metalanguage talk is the use of the target verbal structure *-tari* in the sentence in present tense; in the peer talk, the learner is able to employ the same structural sentence in past tense. The effective use of L1 in the collaborative negotiation with the experts facilitates the learners' understanding of the particular use and function of the L2 forms, and the appropriation of resources from such interaction contributes to the advancement of the learners' L2 ability to produce both learned and new forms in the contextualized, communicative activity with peer partners. In the present data, self-regulation is not only achieved by the learners' accurate production of the L2 linguistic forms in utterance, but through their abilities to understand and use more abstract properties of language in the unfolding sequence of interaction.

The present data is consistent with previous claims (Antón and DiCamilla, 1999; Frawley and Lantolf, 1986; Ohta, 2001) that self-regulation is attained through the prevalent use of private speech, other nonverbal/verbal signals such as pause filler and laughter in the learner's utterance. Excerpts [14], [15], and [17] demonstrate that the learners display signs of restructuring towards self-regulation when using private speech (e.g., *oh, wait, how do I say that?* etc.) in their L1 prior to the production of the target utterance. Laughter and pause filler are other self-regulatory markers which follow, or are followed by, the learner's correct utterance

(see Excerpt [10d] and [19]). Furthermore, we have witnessed some prosodic behaviors prevailing in the learners' self-regulated speech: their self-regulation of the target sentences or phrases is externalized as those marked in a stressed voice (Excerpt [12], [13] and [16]). I would argue that such prosodic moves in the learner's utterance show evidence of internalizing what has been echoed from the expert-learner interaction, that is, the "voice" from the expert as well.

Further examination of the peer-peer interaction evidences symmetrical self-regulation performed by the two learners in their collaborative construction. Excerpt [23] illustrates that both learners have appropriated resources of assistance from the expert partners in the prior session and gain self-regulation of the new L2 material *-ta kotoga arimasu*. In this example, again, we observe the learners' emerging L2 competence to self-regulate what they appropriate in one linguistic context (with expert) and apply it to another relevant context (with peer) as they jointly collaborate in conversation. We also see that, consistent with the highly individualized nature of each learner's development in the ZPD (and subsequent development of self-regulation) the learners a) display different degrees of self-regulation (with respect to the amount of pausing and disfluency associated with their respective productions of the new form) and b) different degrees of "associated restructuring" (with only one of the two learners demonstrating sustained attentiveness to verbal aspect through self-repair in the subsequent conversational exchange). Another important feature that characterizes Excerpt [23] is a peer-generated solicitation and provision of help. This phenomenon has

increasingly proliferated among other peers over the course of the semester as well (as is evident in data not presented here). Three students, Ethan, Diane, and

Megan, comment on the prevalence of peer scaffolding in their oral interviews:

Yeah, there are a lot of times when the classmates who didn't go to the native speakers, they wanted to say something, and it was on your paper, so you could help them towards figuring out the proper way to say it. They would be like 'oh, how do you know that?' 'It's cause I talked to the native speakers and they helped me figure out what I wanted to say.' Whenever the opportunity ((helping classmates)) occurred, or even like out of class...cause I hang out with a couple of classmates and we study together so we help each other out...I think it does help out. (Ethan, OI)

I felt comfortable helping our classmates. Probably at first I would just say 'yeah I kind of knew what was wrong a little' but then towards the end I would just tell them or correct them. They wouldn't mind, I think. Then they would sometimes correct me if I was saying something or if I asked them or they would tell me how to say it...it's kind of like they were helping me with what the native speakers told them and they would tell me and stuff. We just corrected each other, the partner I had. I think we definitely helped each other more towards the end.....it was a lot easier for everybody to correct people ((laugh)). And it was like so natural. (Diane, OI)

I think it ((the native speaker session)) did accomplish the 'helping-out' behavior, because even if we don't know something, together we could kind of like figure it out, so it really helped. Speaking with the native speaker did help us to know how to help each other to figure things out. (Megan, OI)

The interview data above clearly suggest that, over the course of the semester, the students became more willing to offer help to their peers if asked or when they are able to initiate help on the basis of what they had appropriated from the expert-learner interactions. The sociohistorical processes of engaging in scaffolded negotiations with the experts may have contributed to constructing the

strategic processes necessary for the learners to negotiate “collaboratively” with their peers for the object of learning. Mondada and Doehler (2004) claim that developing language competencies is contingent on deploying other socioculturally valued interactional competencies such as soliciting help or instructing, or engaging in collaborative problem-solving work. In this study, as well, the learners' emerging self-regulation is manifested not only as the greater control of the assisted target forms, but also as a new aspect of ability of managing and negotiating help among peers. From these observations I would argue that the dialogic interactions with the experts constitute the historical processes through which the learners develop a dimension of L2 competence that enhances their ability to negotiate for peer scaffolding, as well as to gain self-regulation of the target language forms.

5.5.2. Peer scaffolding as externalization of self-regulation

The second part of the chapter examined the emergence of the learners' self-regulated abilities in conjunction with their providing scaffolding in the subsequent interactions with peers. Analysis reveals that the learners' self-regulation is externalized as an interpsychological ability to assist their peers with the relevant L2 forms for which they had previously received help in the interactions with the native speakers.

The data show that the provision of assistance is usually solicited by the peer learners, who try-mark their utterances in the prior turn (Excerpts [25], [29] and [31]). In the case where the expert learners other-initiate help, they provide help by

giving a correct answer with upward intonation (Excerpt [27]). This suggestive move in peer scaffolding is indicative of the learner's reluctance to simply "correct" other classmates with the same (or similar) linguistic background. The oral interview data illustrate that, while the interactions with the native speakers help the students learn to assist other peers, the learners never feel comfortable explicitly "correcting" their use of Japanese. Such supportive behaviors among learners arguably save them from committing face-threatening acts, while allowing them to jointly construct the meaning-making activities in their L2.

In the expert-learner interaction, we observed that the learner's L1 was extensively used for the purpose of negotiation for assistance as well as for the purpose of metalinguistic focus on certain linguistic forms in L2. The data from the learner-learner interaction also witnessed the discursive use of L1 as a strategic resource both for providing peer scaffolding and for constructing a shared perspective of the conversation. For example, in Excerpt [25], the learner uses her L1 to explicate the intended meaning of the question and to confirm her understanding of the incomplete sentence produced by her peer. In Excerpt [29] and [31], the L1 is used to request and to provide help for a lexical search in L2. Within a sociocultural perspective, the contingent use of L1 in collaborative interaction emerges not merely as a mediating device to reflect on the material produced and to provide each other with help, but more importantly, as an interpsychological tool to promote the learner's evaluation of the meaning in L2 and restructuring of L2 knowledge.

Lastly, further analysis of this peer-peer data reveals that the learner's use of private speech emerges not only as evidence of self-regulation in the production of the target L2 forms; private speech is also used to stimulate restructuring of the L2 knowledge for peer scaffolding. Excerpt [29] illustrates that the learner utters *ummm* before she assists her peer with the target lexical item, *kantan* ('easy'). This pause filler *ummm* emerges as private speech that allows the learner to regulate her thinking before presenting the alternative L2 form for her peer: self-regulation through the use of private speech is evidenced by the learner's restructuring of her L2 knowledge for peer scaffolding in the continuous adaptation to on-going conversational activities. The data analyzed above draw our attention to the roles of *interpsychological* mediation not simply in L2 learning, which has been richly explored in previous research, but also in the continuing *intrapsychological* development (self-regulation and restructuring of L2 knowledge) in the learners, as well as in the potential for a new dimension of *interpsychological* ability for helping their peers with the relevant L2 forms assisted by the native speakers.

CHAPTER 6

CONCLUSIONS

6.1. Contributions of the study to SLA

The present study has aimed to investigate the possibilities that learners' scaffolded interactions with the native speakers of Japanese may have a sustained impact on self-regulation (or internalization) in the learners and may enhance the L2 abilities to provide assistance or "pass on" their new competence in the subsequent interactions with peer learners. The study was conducted based on a micro-analysis of the data that makes possible the observation of moment-to-moment social interaction and use of scaffolding mechanisms in JPN classroom settings. The close scrutiny of the data was vital in making connections between interactional engagement and L2 development that might not otherwise be manifested solely by a study of outcomes.

Findings of the present study have reaffirmed the most compelling attribute of Vygotsky's ZPD concept to second language learning and development: the learner, when acting with support from a more competent partner, becomes independently capable of doing what he or she cannot accomplish when acting alone. In contrast to many recent works which adopt a broader perspective of the ZPD as a metaphor for observing and understanding the potential of learning through *any* social collaborative construction of opportunities (de Guerrero and Villamil, 2000; Donato, 1994; Ohta, 2001; Swain and Lapkin, 1998; Tocalli-Beller,

2001; van Lier, 2000), the present study underscores Vygotsky's (1978) original assertion that assisted performance negotiated between expert and novice, and the various qualities of assistance tailored for a particular individual to develop particular linguistic and cultural competencies contribute importantly to independent functioning in the future.

Sociocultural theory addresses that while they are separate, there is a tight interrelationship between cognitive and social dimensions of human mental development. A central idea here is the Vygotskian notion of mediation—development is not “biologically predetermined”, and is more appropriately realized in terms of the social construction of mind (Grabois, 2004, p. 40): higher forms of human mental functioning are mediated by symbolic tools (such as language) socially and collaboratively constructed by members of a culture, and the development of these forms is inherently situated in interactional practices within that culture. This study examined how mediated interactions with native speakers of Japanese allow the learners of Japanese to gain control of the target language forms in the way the native speakers would control their own. Results show that the learners' emerging L2 development is not simply limited to self-regulation in the production of target grammatical elements, but is also reflected through their new abilities to restructure and use the L2 knowledge across conversational contexts. The ZPD concept, due to its dissemination and extension to a wide variety of pedagogical settings, has been more widely conceived of as opportunities of learning through *any* collaborative constructions than those based on expert-novice

interactions. However, studies in the former domain have focused dominantly on the local negotiation of particular grammatical forms by learners, but their developmental processes of incorporating them in the context of naturally occurring conversations still remain unexplored. Therefore, redefining the scope of the ZPD in the interaction between expert (native speaker) and learner is important because it helps us to explore how social interactions conducted as a form of everyday conversational activity provide the learners with a new range of strategies and resources for maintaining coherent conversations, as well as their accurate production of discrete grammatical items.

In the data of expert-learner interactions, the expert participants provide a wide range of scaffolding to encourage the learner to function at his or her potential level of ability through dialogic interaction. Expert scaffolding is not limited to correcting the learners' linguistic mistakes; the experts also assume their expertise to guide the learners to reflect upon and adapt their language use continuously to ongoing conversational activities. Scaffolding mechanisms that facilitate the learner's greater control of the target L2 forms feature other- and self-initiation of help, the use of the learner's L1, prolepsis, co-construction, and the *contingency* and *graduation* of help (Aljaafreh and Lantolf, 1994) negotiated between expert and learner. The data reveal that the extensive use of L1 not only mediates the learner's negotiation with expert for metalinguistic attention to target linguistic forms (Antón and DiCamilla, 1999; Brooks, 1994; de Guerrero and Villamil, 2000; Kasper, 2004) but also enhances the learner's participation in the semantic analysis of the

particular use of a new L2 form. The learner's active learning through mediation in the L1 provides her with a psychological tool to understand the meaning and the pragmatic use of the new L2 form. This finding is consistent with Vygotsky's (1986) discussion of the first language serving as a mediator of learning a foreign language: "In learning a new language, one does not return to the immediate world of objects and does not repeat past linguistic developments, uses instead the native language as a mediator between the world of objects and the new language" (p. 161).

In the proleptic negotiation observed in the data, the experts switch to the learner's L1 to facilitate: a) the learner's understanding of the intended meaning of the talk; and b) the learner's independent control over the target language use in the given conversation contexts. Evaluation of the learners' linguistic development cannot solely be based on their production of specific properties of such language forms as verb morphology and lexis; the significance of the present study lies in the new perspective that mediation negotiated in the unfolding conversational activities promotes the learners' appropriation of expert help through which they gain self-regulation and/or restructuring of the L2 linguistic forms from one context (with experts) to another relevant context (with peers).

The data of the learner-learner interactions display evidence of the learner's appropriation of resources negotiated through the expert-learner interaction and developing self-regulation over the assisted L2 forms in the new interactional contexts with peers. Their successful appropriation is identified through emerging self-regulatory control with the use of private speech, pause fillers, laughter, and the

independent production of the target L2 items marked in prosody (stressed voicing).

The oral interview data reveal that the learners' appropriation of written feedback provided by the experts also gives the learners access to the target L2 resources more readily and subsequently contributes to their new abilities of self-regulation and restructuring of the L2 knowledge in the following interactions with peers. This process reflects Vygotsky's theory that higher forms of mental activity, or internalization, are *mediated* by symbolic artifacts. In this study, the written feedback serves as a form of mediational means that provides the learner with the capacity to self-regulate while engaging in the meaning-making activity.

Another notable finding of this study is that the learner's increased control of the language gained through the interaction with the expert is externalized as self-regulation for other-regulating a peer. The learner's new linguistic competence reflects not only the ability to produce the particular L2 forms independently but also the ability to scaffold other peers with the same linguistic property. Among other characteristics that constitute peer-peer talk is the contingent use of L1. Similarly to what we observed in the expert-learner interaction, the use of L1 in learner-learner interaction serves not merely as a device to expand context and to control the on-going task, but as a means to create a social, collaborative space in which the learners are able to reflect on the L2 use, solicit or provide help among themselves (Antón and DiCamilla, 1999; Villamil and de Guerrero, 1996). Analysis demonstrates that most occasions of peer-generated scaffolding observed in the data are initiated by the peer partners, who ask for help by try-marking the target

utterance in L1 or L2. In some cases, assistance is provided in a suggestive, upward intonation, rather than in an authoritative stance by which the more capable individual simply corrects the less capable one. According to the oral interview data, such scaffolding behaviors in the learners reflect their reluctance to overtly “correct” their peers because of their awareness of having the same (or similar) language background with other peers and of “correcting” as a face-threatening act (Brown and Levinson, 1987).

Mondada and Doehler (2004) conclude from their study that the learner’s emerging linguistic competence is related to other types of socio-interactive knowledge and skills, which include “the communicative means and interactive procedures that are necessary to interpret the situation and to act accordingly in order to solve the task at hand” (p. 514). A closer look at the learner-learner data²¹ reveals that, in addition to what we observed in the excerpts of peer scaffolding, the learners increasingly demonstrate their interactional skills to negotiate help in the unfolding of the talk. This finding reflects the students’ perception of peer assistance as reported in the oral interview data: there is a general increase in peer requests and/or offers for assistance as session progresses. Such observation derives from the learners’ growing confidence of sharing with other peers the L2 knowledge gained through the expert-learner interactions, as well as from their communal development of competence for participation in the increasingly complex

²¹ This finding resulted from the examination of the students-only pairs with no previous interactions with the experts (in the first two sessions) in comparison with the student-only pairs that had exposure to expert help for any significant differences in learner social behaviors.

interactional activities. The completion of the assigned activity between expert and learner is designed in ways that depend on unfolding of talk-in-interaction and social practices such as soliciting help, scaffolding, repairing, negotiating and so forth. That is, the twofold orientation of expert and learner toward L2 linguistic form and communicative content is incorporated in the accomplishment of the assigned activity. This social routine of interaction, as a consequence, is also transferred and realized in the learner-learner interactions, in which the learners have put to work not only linguistic competencies (self-regulation or internalization) but also socio-interactional competence to participate adequately in specific interactional settings of L2 learning.

Lastly, the present study provides an empirically based perspective on the contribution of sociocultural theory to our understanding of the development of L2 competence as self-regulation and the application of the ZPD concept to more abstract properties of language. This study has helped us to uncover the sociohistorical processes of dialogic interaction with expert through which the development of self-regulation in the learner is shaped and transformed across interactional contexts. Furthermore, the learner's appropriation of resources elicited from such interaction constitutes not only the enhanced ability to produce certain linguistic forms correctly and independently but also the restructuring of the L2 knowledge that allows the learner to use the target language forms most effectively in the ongoing conversational engagement with peers. According to Chaiklin (2003), the assumption that learning depends on assistance from more capable individuals

did not much concern Vygotsky; his interest was rather in understanding how assistance specifically relates to developmental progress in the individual. In this study, the collaborative construction of activity between expert and learner gives the learner the opportunity to be involved differently from the formal classroom instruction, to become more active, to seek help from the expert, to co-construct meanings, and to negotiate for more conceptual (metalinguistic/semantic) analysis of L2 knowledge. Such observations draw our attention to the reciprocal nature of social mediation, the key ingredient of the ZPD. The attainment of self-regulation in the learner, therefore, is attributed to the responsibility of the learner's linguistic performance based on this reciprocal relationship distributed between expert and learner—it is not simply experts who help the learners with specific linguistic forms but also the learners who challenge the experts to tailor their mediation to their own needs and developmental progresses (Mondada and Doehler, 2004). Moreover, the participants' mutual reflection on the specific language use in the development of ongoing conversation plays a crucial role in promoting the learners' restructuring of L2 knowledge, and subsequently, abilities of self-regulation and peer-generated scaffolding in the context of dynamic interactional activity.

6.2. Limitations and recommendations

In Aljaafreh and Lantolf (1994), the authors conclude with the following: "It remains to be seen if collaborative interaction in the ZPD can also enhance the acquisition of abstract properties of second languages" (p. 480). The present study provides

strong evidence that a wide range of scaffolding behaviors negotiated between expert (native speaker) and learner within the ZPD can contribute to the learner's attainment of self-regulation and the enhanced ability to understand and use abstract properties of the L2 across interactional contexts. However, although this study is a semester-long investigation of classroom practices, it mainly examined the learner's 10-minute performance subsequent to each expert-learner interaction, and therefore it has not yet given us the full picture of the learner's L2 development. In addition, since the analysis of this study focused on the target L2 forms that had been previously introduced to the learners in class, the students might have gained access to other resources for input prior to their interactions with the native speakers. More studies that examine longer-term effects of scaffolded interactions on learner newly attained knowledge may be called for.

In addition, the study only observed a small number of participants in a college-level beginning Japanese classroom, the results of the study may not be extrapolated to Japanese learners at different proficiency levels or those who study the language in other social contexts. Future studies need to investigate whether or not the role of scaffolding and its effects on learner L2 competence are specific to participants in particular learning communities. I hope that the present study will encourage additional research in these domains.

6.3. Pedagogical implications

From a pedagogical perspective, the present study provides insight into the relationship between expert-learner interaction and its impact on learner subsequent L2 performance with peers, which might be of interest to language teachers to modify instructional approaches to enhance learner exposure to target language forms in less pedagogically-focused activities. For the coordination of the interactional activities in the classroom sessions, the researcher and the class instructor worked collaboratively to design the conversational materials that would directly reflect the target content of the course. In conjunction with the results that point to the effectiveness of the dialogic negotiation within the ZPD between the expert and the learner, the findings suggest that the written feedback from the experts also serves as a productive mediating tool that enables the learner's development of self-regulation of the target forms. This study provides teachers of interest with some useful resources to develop interactional activities that encourage students to make use of written feedback and classroom-based materials that make possible the observation of learners' advancement of linguistic and socio-interactional competencies as they engage in the activities.

Moreover, current pedagogical trends that call for an orientation to learner development through social construction of interaction in foreign and L2 classroom seem to rest upon the view that learning occurs as a consequence of *any* types of assisted performance negotiated among peers or with more capable partners. Such interactional circumstances, however, have so far provided learners with

language practice for negotiation of meaning and form and with increased control of the language in the local contexts, but have not yet fully accounted for learners' attainment of more abstract language properties in L2. This study has contributed a valuable framework for teachers to explore Vygotsky's view of how mediated assistance in the ZPD specifically relates to the learner's developmental progress and to apply it to their own practice of teaching. This, ideally, could be accomplished by a deliberate organization of interactional activities that involve native speakers of the target language and the learners. I strongly believe that teachers providing such learning opportunities have the potential to set crucial grounds for learner L2 independent functioning in the future.

Appendix A

Transcription Conventions

Bold	portion highlighted for reader attention
CAPITAL	increased volume
<i>italics</i>	English translation
,	continuing intonation
.	falling intonation
?	question intonation
ˆ	rising intonation
!	animated tone
(.)	brief pause
(0.0)	elapsed time in seconds
:	extension of the preceding vowel
=	latched utterances
-	halting, abrupt utterances
[]	overlapped utterances
' '	quoted phrases
< >	erroneous utterances
(())	comment by the transcriber
# #	stress

Appendix B

Consent form

Agreement to Participate in The Study of Effective Foreign Language Learning In an Elementary-Level Japanese Classroom

Saori Hoshi
East Asian Languages and Literatures
(808) 956-8940/shoshi@hawaii.edu

Summary of Project:

This research project is being conducted as a component of my Master's thesis research at the Department of East Asian Languages and Literatures at the University of Hawai'i at Manoa. The purpose of the study is to investigate the effects of including native Japanese speaking conversation partners in instructional activities for increasing the effectiveness of L2 language learning abilities in an elementary-level Japanese classroom in UHM.

Confidential Handling of the Data:

All materials collected for the study will be coded so as to protect the identities and privacy of the participants. Detailed transcripts of recorded interactions and follow-up interviews will be prepared. All identifying information (e.g., name and other identifying information) in these materials will be edited out so as to protect the identities and privacy of the participants. All data will be used only in conjunction with the current project or other related academic research projects pursued by the researcher.

Participation in this study is completely voluntary. You are free to withdraw from participation at any time during the duration of the project with no penalty, or loss of benefit to which you would otherwise be entitled.

Statement of Consent:

I hereby give my consent that the information that I provide will be used solely for the purpose of this study. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. I also understand that my identity will be kept confidential. I acknowledge that I have received a copy of this form.

Name (print):

Signature: _____ Date:

Researcher's Statement:

I have explained the research to the participant. I have asked whether any questions remain and have answered these questions to the best of my ability.

Signature: _____ Date:

(If you have any questions regarding this research project, please contact the investigator, Saori Hoshi at East Asian Languages and Literatures Office: 956-8940 or shoshi@hawaii.edu.)

Appendix C

Oral activity sheet

Homework

Oral activity 1 (9/11/2006)

Among the most common topics of conversation between students is talk about student life—things that are going well, things that are going badly, classes that are enjoyable or teachers that are less than interesting, the quality of dorm life or of one's social life, etc.

Think about what you have been saying lately to your friends about life at UH.

Then, in preparation for Monday's conversation activity, choose 2 or 3 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your peer classmate or native speaker).

Since we are focusing on adjectives in Lesson 6 of SFJ, be sure to include adjectives on your vocab list. You can use adjectives you have learned in class or look up new ones in the dictionary.

This is a conversation practice. To start a conversation with your conversation partner, I would like you to keep in mind the followings:

Students who will pair with native speakers:

1. Start with a brief self introduction
2. Ask one question that you want your native partner to ask you back in Japanese
3. Move to the topic conversation

Students who will pair with your peer classmates:

1. Start with a small talk/greetings
2. Ask one question that you want your peer partner to ask you back in Japanese
3. Move to the topic conversation

A common topic of conversation is telling others about their enjoyable and entertaining experiences (e.g., a movie you watched recently, your favorite restaurant/hiking spot/book/manga, etc.)

In preparation for Wednesday's conversation activity (9/27),

1. Choose 1 or 2 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your peer classmate or native speaker).

Since we are focusing on the content of Lesson 8,

2. Be sure to include the use of "~te i masu/mada~te i masen" in planning how you will talk about your experiences.

Topic conversation sample:

(Talking about a new movie...)

A: ()^{えいが}さん、映画好きですか。
 ()^{san, eiga suki desu ka.}

B: はい、好きですよ。
Hai, suki desu yo.

A: あ、そうですか。あの、"Beer fest"という映画、^{えいが}知っていますか。
A, soo desu ka. Ano, "Beer fest" to iu eiga, shitte i masu ka.

B: あー、^し知ってますよ。でもまだ見ていません。もう見ましたか。
A; shitte i masu yo. Demo mada mite i masen. Moo mi mashita ka.

A: はい、先週末見たんですよ。
Hai, senshuumatsu mita n desu yo.

B: どうでしたか。
Doo deshita ka.

A: うーん、まあまあでした。
U::n, maamaa deshita.

B: そうですか。
soo desu ka.

3. To move to the topic conversation, use friendly questions such as ~suki desu ka or ~shitte i masu ka, etc. to start.

Students who will pair with native speakers:

1. Start with a brief self introduction
2. Use friendly questions to move to the topic conversation

Students who will pair with your peer classmates:

1. Start with a small talk/greetings
2. Use friendly questions to move to the topic conversation

For this activity, we will continue to talk about our enjoyable and entertaining experiences (movies/books/weekend activities, etc.).

In preparation for Monday's conversation activity (10/2),

1. Choose 1 or 2 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your peer classmate or native speaker).
2. Be sure to include the use of **ADJECTIVES**, *~te i masu/mada~te i masen, ~shitai/~shitaku nai* in planning how you will talk about your experiences.

Topic conversation sample:

(Talking about your weekend...)

A: ()さん、週末しゅうまつどうでしたか。

()san, shuumatsu doo deshita ka.

B: たのしかったですよ。

Tanoshikatta desu yo.

A: 何なにしましたか。

Nani shi mashita ka.

B: うちでパーティーをやって、DVDもみ見ましたよ。

Uchi de paatii o yatte, DVD mo mi mashita yo.

A: 何なんのDVDですか。

Nan no DVD desu ka.

B: X-MENです。知しっていますか。

X-MEN desu. Shitte i masu ka.

A: あー、知しっています。まだみ見ていませんけど。どうでしたか。

A.; shitte i masu. Mada mite i masen kedo. Doo deshita ka.

B: おもしろかったですよ。ぜひみ見てください！

Omoshirokatta desu yo. Zehi mite kudasai!

A: オーケー！

Ookee!

3. To move to the topic conversation, use friendly questions such as *shuumatsu doo deshita ka, ~suki desu ka* or *~shitte i masu ka*, etc. to start.

For this activity, the topic is your daily living situations: where you live (an apartment or college dorm), who you live with (roommates/family), relationships with your roommates/landlords), how far you live from school/beach/work, etc.

In preparation for Friday's conversation activity (10/13),

1. Choose 2 or 3 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your peer classmate or native speaker).
2. Be sure to include a few uses of **CONNECTING adjectives and nouns**, in planning how you will talk about your experiences.

Topic conversation sample:

(Talking about a dorm life and roommates)

A: ()さんは寮りょうすに住すんでいますか。寮りょう = dormitory
 ()san wa ryoo ni sunde i masu ka. ryoo
 Do you live in a dorm?

B: はい。近ちかくて便べんり利りですが、ときどきうるさいです。
 Hai. Chikakute benri desu ga, tokidoki urusai desu.

Yes. It's close and convenient, but sometimes noisy.

A: そうですね。ルームメートはいますか。
 Soo desu ka. Ru:mume:to wa i masu ka.

Oh, I see. Do you have roommates?

B: はい。一ひとり人ひとりいます。UHの学生ひとで、とてもおもしろい人ひとです。
 Hai. Hitori i masu. UH no gakusei de, totemo omoshiroi hito desu.

Yes. I have one. He/she is a student at UH, and is a very funny person.

A: ルームメートとあそびますか。

Ru:mume:to to asobi masu ka.

Do you hang out with your roommate?

B: はい。よくルームメートとサーフィンしをします。

Hai. Yoku ru:mume:to to sa:fin o shi masu.

Yes. I often go surfing with him/her.

3. To move to the topic conversation, use **friendly questions** such as *doko ni sunde i masu ka* (Where do you live?), *ru:mume:to wa i masu ka* (Do you have roommates?) to start.

For this activity, the topic is your high school days (e.g., your favorite/worst subjects + teachers, extracurricular activities, comparison to college life at UHM, etc.). In preparation for Monday's conversation activity (10/30),

1. Choose 2 or 3 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your classmate or a native speaker).
2. Be sure to include COMPARATIVE SENTENCES (e.g., *~yori~no hoo ga.../~ga ichiban...*), *donna* ('what kind of~?'), and CONNECTING adjectives and nouns, in planning how you will talk about your experiences.

Topic conversation sample:

A: ()さん、^{こうこう}高校はたのしかったですか。

()san, kookoo wa tanoshikatta desu ka.

Was high school fun?

B: うん、たのしかったですよ！先生がとてもよかったです。

Un, tanoshikatta yo! Sensee ga totemo yokatta desu.

Yeah, it was fun! I had a really good teacher!

A: どんな先生でしたか。

Donna sensee deshita ka.

What kind of teacher was she/he?

B: ええと、^{かがく}化学の先生で、おもしろくて、テストがいつもかんたんでした！

Eeto, kagaku no sensee de, omoshirokute, tesuto ga itsumo kantan deshita.

Well...he/she was a chemistry teacher and was funny and his/her tests were always easy!

A: いいですね！^{こうこう}高校と^{だいがく}大学とどちら(のほう)が好きですか。

Ii desu ne! Kookoo to daigaku to dochira (no hoo) ga suki desu ka.

Sounds good! Which do you like better, high school or college?

B: うーん、^{りょうほう}両方(or どちらも)好きです。でも大学のペーパーとかむずかしくてきらいです。

U:n, ryohoo (or dochira mo) suki desu. Demo daigaku no pe:pa: toka muzukashikute kirai desu.

Well...I like them both, but college papers are so hard that I hate writing them.

3. To move to the topic conversation, use friendly questions such as *kookoo wa tanoshikatta desu ka* ('Was high school fun?') or *kookoo wa doko ni iki mashita ka* ('What high school did you go to?') to start.

For this activity, the topic is your college life (e.g., your favorite/worst classes + relationship to your teachers, ways to spend your free time, your plans after graduating from UHM, etc.).

In preparation for Monday's conversation activity (11/6),

1. Choose 2 or 3 of these topics and prepare a list of vocabulary that you will need to talk about them with your conversation partner (your classmate or a native speaker).
2. Be sure to include COMPARATIVE SENTENCES (e.g., *~yori~no hoo ga.../~ga ichiban...*), ~node (because/since), and CONNECTING adjectives and nouns, in planning how you will talk about your experiences.

Topic conversation sample:

A: ()さん、^{こんがっき}今学期、どうですか。
()san, kongakki, doo desu ka.

(), how's this semester going?

B: ええと、たくさんクラスを^と取っているので、とてもいそがしいです！
Eeto, takusan kurasu o totte iru node, totemo isogashii desu!

Well, it's been so busy because I am taking a lot of classes!

A: そうですねー。何のクラスが^{いちばんたいへん}一番大変ですか。
Soo desu ka.: Nan no kurasu ga ichiban taihen desu ka.

I see. What class is the hardest?

B: Accountingが^{いちばんたいへん}一番大変で、先生もきびしいです。

Accounting ga ichiban taihen de, sensee mo kibishii desu.

Accounting is the hardest and the teacher is also strict.

A: UHを*卒業^{そつぎょう}してから^{いちばんなに}一番何がしたいですか。*卒業(する) to graduate
UH o sotsugyoo shite kara ichiban nani ga shitai desu ka. Sotsugyoo(suru)

What do you want to do the most after graduating from UH?

B: ええと...^{りょこう}旅行に行きたいですねー。

Eeto...ryokoo ni ikitai desu ne:.

Let's see...I want to go traveling.

3. To move to the topic conversation, use friendly questions such as ask *kongakki doo desu ka* ('How is this semester going?') or *nan no kurasu ga ichiban suki desu ka* ('What's your favorite class?') to start.
4. If you think you have already covered this topic in your previous sessions, try to go deeper into the topic to extend the conversation with your partner.

This is the last session with the native speakers!

The topic is...

- ◎ Your plans for winter vacation (what you are thinking of doing during the break, etc).
- ◎ Your 'DREAM' vacation (if you had time or money, you would...)

1. Try to incorporate the learned grammar + expressions into your conversation.
2. Be sure to include tara(when/if) and ~to omoi masu/~to omotte imasu (think~/is thinking about~) in planning how you will talk about your experiences.

Topic conversation sample:

- A: ()さん、^{ふゆやす}冬休みは何をするんですか。
 ()san, *fuyuyasumi wa nani o suru n desu ka.*
 What are you going to do for winter break?
- B: ええと、まだわからないんですけど、たぶんアルバイトを^{おも}すると思います。
 ()さんは?
Eeto, mada wakaranai n desu kedo, tabun arubaito o suru to omoi masu. ()san wa?
 Well, I am not sure yet, but I will probably do my part-time job. How about you?
- A: たぶんぼくもアルバイトです。つまらないな...
Tabun boku mo arubaito desu. Tsumara nai na...
 Maybe I will work too. It's gonna be boring...
- B: お金(or 時間)がたくさんあつたら、^{ふゆやす}冬休みに何がしたいですか。
Okane (or jikan) ga takusan attara, fuyuyasumi ni nani ga shitai desu ka.
 (DREAM VACATION!!!)
 If you had much money (or time), what would you like to do on winter vacation?
- A: そうですねー、日本に行って、スキーをして、*温泉に行きたいです！
Soo desu ne:, nihon ni itte, suki: o shite, onsen ni ikitai desu!
 Well...I would like to go to Japan and then go skiing and go to *hot springs!
- B: どうして温泉ですか。^{おんせん} Why hot springs?
- A: 日本の友だちが「温泉はさいこうー！」^いって言っていましたから...
Nihon no tomodachi ga [onsen wa saikoo:!] tte itte i mashita kara...
 Because Japanese friend was saying, 'hot springs are great!'.
- B: いいですねー！私も温泉に行きたいですねー！
Ii desu ne:! watashi mo onsen ni ikitai desu ne:!
 Sounds great! I also would to go to a hot spring!

3. Use friendly questions such as *fuyuyasumi wa nani o suru n desu ka* ('What are you going to do for winter break?') to start.
4. Ask your partners about their dream vacations in details!

Speaking with your classmates:

1. When you participate in the conversation practice activities, do you find that there are any differences between speaking with a classmate and speaking with a native speaker?
2. Have your interactions with the native speakers had any influence on your subsequent interactions with your classmates in the conversation practice activities?
3. Discuss the ways that your participation in practice sessions with the Japanese native speakers has increased your ability to help your classmate(s) during subsequent practice sessions.
4. Have you learned anything from the native speakers that you have shared with your classmate(s) in subsequent conversation practice sessions? Please give one or two examples.

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