

EXPLORING ORAL MEDIATION IN A TEACHER'S INTERACTION WITH EFL LEARNERS: A SOCIO-CULTURAL PERSPECTIVE

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ABSTRACT

This qualitative study framed within socio-cultural theory explored a teacher's oral mediation in her classroom interactions with English as a Foreign Language (EFL) learners. It investigated the teacher's mediation time on the basis of the classification of proactive, reactive, and ongoing mediation, her mediation types were also analyzed based on implicit and explicit mediation. The participants included six female advanced EFL learners and their teacher participated in four videotaped sessions of the classroom interactions. They were interviewed regarding the mediation time and type, and then the teacher was interviewed using stimulated recall protocol. Observation, field-notes, and analysis of the videos were carried out by one of the researchers, too. The results indicated that student hints for receiving help from their teacher in classroom interactions were the best representative of the suitable time for proactive mediation. Furthermore, an increase in the students' hints for receiving more help would change the type of mediation from implicit to explicit. These findings highlighted the importance of teachers' mediations in learners' language development and their contributions to classroom discourse research.

Keywords: Socio-cultural Theory, Oral Mediation, Interaction, EFL, SRP, Proactive, Ongoing and Reactive Mediation, Implicit and Explicit Mediation.

INTRODUCTION

According to Socio Cultural Theory (SCT), it is generally accepted that the relationship with the surrounding world or environment is something indirect. This relationship is mediated by the help of different tools, namely physical and psychological artifacts or signs. Language is the most important psychological tool (Rivera and Barboza, 2016). In SCT, interaction among teachers and students in the classroom can be assisted by means of mediation (oral or verbal). Thoms points out that "SCT maintains that language learning and development in classroom context are intimately tied to the discursive practices by which and thorough which learners interact with each other and their teacher" (Thoms, 2012, p. 8). Lantolf and Thorne (2006) regarded mediation as the tool by the help of which people try to regulate the material world around them and also other social and mental activities. So, classroom environment plus interaction and mediation integrated

with each other can play a major role in students' language acquisition, language development, and communication. Classroom discourse or interaction has the major role in successful second or foreign language acquisition. Yu (2008) argued that it is widely believed that classroom interaction can facilitate and enhance students' language development and communicative competence. Actually, it is in the process of teacher and students' interaction in which teacher and peers exchange information that mediation happens and consequently learning takes place.

It seems like that in the traditional methods of teaching EFL and English as a Second Language (ESL), there was not much attention dedicated to the effective interaction among teachers and students, the process of mediation and the teacher's role as a mediator. In those methods, Teacher Talking Time (TTT) did not contribute significantly to

language learning. According to Mehan (1985), the historically dominated interaction pattern throughout second Language (L2) classroom discourse was Interaction-Response-Evaluation (IRE) sequence. That is why in a study conducted by Thoms (2012), he criticized the dominated interaction pattern and believed that this sequence will give the teacher the most opportunity to talk in the process of interaction and as a result less time would be given to students to have an optimized interaction. Consequently, little learning and little Student Talking Time (STT) will emerge. Later on, due to these drawbacks of educational system and methods of teaching, researchers tried to reflect more on classroom interaction and teacher's mediation.

Herazo and Donato (2012) classified mediation time in the classroom into three categories of proactive, ongoing, and reactive mediation. Van Lier (1996) defined proactive mediation as those discourse moves which try to centralize the students' attention on what is going to be said, also these moves try to encourage them for more participation in the process of classroom interactions. Toth (2008) believed that ongoing mediation or procedural assistance as those discourse moves that happen in the middle of the students' attempts in formulating an utterance. Rivera and Barboza (2016) regarded reactive mediation as the discourse moves that focus on what has just been said regarding meaning or language forms.

Reviewing of the related literature will show that so far a large number of studies have been carried out on the grounds of interaction and oral or verbal mediation in ESL and EFL contexts (Anton, 1999; Appel and Lantolf, 1994; Aljaafreh and Lantolf, 1994; Gibbons, 2003; Guk and Kellog, 2007; Herazo and Donato, 2012; Hall and Verplaetse, 2001; Rivera and Barboza, 2016; Van Lier, 2004), but doing more research regarding the suitable time for mediation from the teacher's side according to Hrzazo and Donato (2012) classification of mediation time into proactive, ongoing and reactive mediation and also the teacher's diagnosis about the form of mediation on the basis of Wertsch (2007) classification of mediation basic types, namely implicit and explicit forms framed within Vygotsky's SCT is likely to contribute to classroom discourse

research. Therefore, informing the language teachers and learners of different aspects of effective mediation from teacher's perspective will be illuminating in classroom research.

1. Research Question

The research questions guided for this studies are as follows.

1. How does the teacher identify the suitable time for oral mediation in the process of interaction with the students?
2. When does the teacher use implicit or explicit mediation in the process of classroom interaction with her students?

2. Literature Review

SCT's perspective toward language is something more than a formal system of linguistic properties. This theory believes the social nature of language and its origin in the interaction among people (Lantolf and Thorne, 2006). All of all, SCT sees the primary facets of language, students' knowledge of FL, learners' development of competence, and their ability of carrying out linguistic tasks in students' social interaction. Students should be provided with some assistance or guidance from a more experienced person, who enables them to accomplish some social practices like carrying out the above mentioned linguistic tasks and make those tasks a part of their cognitive resource. This kind of guidance or competence, which helps the students to solve a problem or complete a task is called mediation (Thoms, 2012). Ellis (1999) believed interaction as a social behavior which emerges in the process of communication between at least two people. As Long (1983) cited in his interaction hypothesis theory, second language (L2) acquisition can happen thorough classroom interaction. Mediation takes place in the process of interaction. Mediation involves communication between two different orders of discourses such as the current levels of learners' knowledge and L2 abilities, and the broader knowledge and specialist language of the science community into which the students are being apprenticed (Gibbons, 2003). Here, there should be a border line between mediation and scaffolding; scaffolding is the assistance of a more knowledgeable person towards a less knowledgeable one to carry out an activity, which she is not able to do by herself

(Lantolf and Thorne, 2006). If the learner managed to successfully complete the task with the teacher's help, and as the result of the teacher's assistance, the learner gained a higher level of independent competence, the provided assistance can be regarded as scaffolding (Maybin et al., 1992). Here, two criteria suggested by Maybin et al., to decide on the category of help received from the teacher's side which are as follows.

- The learner must manage to successfully complete the task with the teacher's help, and
- As the result of the teacher's help, the learner's must gain a higher level of independent competence.

So far a large number of studies have explored the field of oral interaction and oral mediation in EFL or ESL contexts, from Vygotskian socio-cultural perspective. For example, Yu (2008) has explored the classroom interaction in his study. In his idea classroom interaction contributes to language development by providing the learners with target language practice opportunities. Aljaafreh and Lantolf (1994) conducted a study regarding mediation in which they concluded that when the students show the sign of needing help, they should be provided with mediation from teacher's side. They also argued that teacher's mediation should start from implicit level and depending on the amount of the required help, moves towards more explicit form. Rivera and Barboza (2016) in their study argued that teacher's mediation can encourage students' meaningful participation in the classroom interactions. It also engages the students in meaning making, which is one necessary criteria of successful language development. Lantolf and Thorne (2006) believed that mediation should occur thorough linguistic means and linguistic guidelines. They have mentioned the teacher's assisting questions as a good example in this regard.

3. Methodology

3.1 Participants

The participants of the study were selected on the basis of convenient sampling or non-probability sampling technique. They included six female EFL advanced students with their teacher. As the participants have already passed elementary and intermediate courses in one of the private language schools in Iran, they were placed in

advanced classes. The students aged from (18-25), all of whom had the experience of intending English classes for around four years. Choosing an advanced level class with this age range of the participants was because of the teachers' and students' better understating of the concept of oral mediation in the process of interaction and also their better cooperation in terms of interviews. Furthermore, the level of the students and their fluency facilitates the teacher's mediation. The tutor of the class was a young lady holding an MA degree in Teaching English as a Foreign Language (TEFL) with over ten years of teaching experience in English. At the time, the book taught to the learners was summit 1A; the advanced level from top notch series. The learners attended the class two times a week. Each session was about one hour and a half focusing mainly on learners' speaking and discussion abilities. Considering research ethics, the written permission of the school and the participants' written consent were obtained to participate in the study.

3.2 Instrumentation and Procedure

This study is qualitative in nature mainly focusing on observing the participants in the process of an activity and also interviewing them in details to achieve the thick description of the context of an EFL classroom. It tries to study an EFL teachers' mediation in interaction with learners to find out how the teacher manages to identify a suitable time to mediate the students in implicit or explicit forms. To this end, some semi-structured interviews with the teacher and students in English and Persian, and also stimulated recall protocol interviews with the teacher on the basis of the analysis of the videos taken from the class interactions were conducted. Researchers' observations and field-note were also utilized as other instruments.

The first phase of data collection procedure began with conducting open ended semi-structured interviews with the teacher and students in Persian and English regarding mediation time and type. In the process of the current study, four sessions of the selected EFL class were filmed. A day after filming each session, the teacher was interviewed in the form of stimulated recall protocol. The process of the interview was as follows.

The teacher was shown an excerpt of the video including

the time when she was orally mediating her students in the process of classroom interaction. The video was used as stimuli in order to help the teacher to better recall the situation and verbalize her thoughts regarding her performance in that specific time and place. Moreover, the open direct observation of the participants in the natural setting of EFL classroom, while filming the class along with taking descriptive field-notes was employed to shed more lights on the classroom interactions in this study.

3.3 Data Coding and Data Analysis

The data retrieved from the open ended semi-structured interviews with both the teacher and students conducted in English and Persian were first transcribed using the transcription conventions in Appendix A. Then, they were studied carefully by the researchers in order to get a general idea followed by their analysis and coding. The process of data coding was as follows.

First, the materials were organized into some chunks, and then those chunks were placed under some specific categories to be labeled with terms later. This coding process was used to develop some themes or categories. The transcribed interview with the teacher was classified into two categories of suitable mediation time and mediation type, situations where the mediation itself and its different types were applied and examples which have been taken from the transcribed teachers' mediations and classroom interactions. In the same vein, the transcribed interviews with the students were classified into categories of mediation time and mediation type, classification of proactive, ongoing, reactive, implicit, and explicit mediation, and examples which have been taken from the transcribed mediations and classroom interactions. These two classifications are presented in Tables 1 and 2. The Stimulated Recall Protocol (SRP) interviews were also transcribed, analyzed, and classified similar to the above interviews. The guiding questions of the SRP interview with the teacher are given in the Appendix B. One of the researcher's observations, descriptive field notes, and audio recording of the participants' interactions facilitated all the above mentioned procedures and assisted her to have a deeper understating of what has happened in the classroom, which resulted in a more specific analysis and

Categories	Situations	Examples
Mediation time	1: Students' long pauses	Turns 2A- 45A-70B
	2: No peer mediation	Turns 5B-18C
	3: Presenting new or difficult materials	*
Mediation type	Implicit:	
	1: Presenting familiar or easy materials	*
	2: Mediating more proficient students	Turns 3A to 10A
	Explicit :	
	1: Presenting new or difficult material	*
	2: Mediating less proficient students	Turns 29A- 31A-33A-35A
3: External factors: anxiety, fatigue, stress, and the class environment	*	

Table 1. Time and Type of Mediation (Teacher's Viewpoint)




Categories	Classification	Preferred	Examples
Mediation time	Proactive		Turns 1A-3A-11A-14A-22A-24A-29A-31A-33A-35A-42A-44A-50A
	Ongoing		Turn 38A
	Reactive		Turns 55B-60B-63B-67B-69B-71B-73B-74B-76B
Mediation type	Implicit		Turns 1A-3A-11A-14A-22A-24A-29A-31A-33A-35A-42A-44A-50A
	Explicit		Turns 55B-60B-63B-67B-69B-71B-73B-74B-76B

Table 2. Time and Type of Mediation (Learners' Viewpoint)

coding of the data.

4. Results

4.1 Analysis of the Interviews with the Teacher and Learners

In the following section two episodes from the interactions between the teacher and learners in which the teacher commented on in simulated recall protocols are presented on the basis of which the typologies of Tables 1 and 2 emerged.

In Episode A that was chosen from session 1, after watching a short animation about life, the class started a debate based on what they have seen. Turns 1 to 54 are parts of the classroom discussions some of which are presented in Episodes A and B. Episode A conversations are presented in Appendix C.

As the teacher stated in her Stimulated Recall Protocol (SRP)

interviews, nearly all the mediation in teacher turns in Episode A were in form of implicit proactive mediation, such as those in turns 1-3-11-14-22-24-29-31-33-35-42-44-50. In rare cases the teacher used ongoing mediation, such as the one in turn 38. It can be said that implicit and proactive mediation outnumbered ongoing, reactive, and explicit mediation. In turn 1, the teacher is trying to prepare the ground for student to elicit answers from them and make them talk. In turn 2, she faces student's long pauses which means that they seem to be in need of mediation; therefore, she concludes that they are in need of more mediation to start interacting. Consequently, in turns 3 she tries to provide the students with more mediation in order to make them participate in the classroom interaction. As can be seen, the teacher does not address any of the students explicitly in none of the implicit proactive mediation mentioned in the turns above. As another example, consider turns 4 to 14. In turns 4 to 10 the students are participating in the discussion, talking one by one. As you can see in turns 11 and 14, the teacher is providing the students with implicit proactive mediation again because she wants her students' to continue their participation in the discussion without any distraction.

Regarding mediating more and less linguistically proficient students in Episode A, throughout the turns 3 to 10, you barely see teacher's mediation, just in turn 9 the teacher mediate students 1, 2, and 3 by saying a continuative "HUM" to show that she's listening to them. About mediating less proficient students, in turns 29-31-33-35, you can see the teacher continuously mediating that students in the process of their interaction.

After watching a short animation about technology progression and its effects on the world that we are living in, the students had a long running debate about that issue in Episode B from session 4, which is presented in Appendix D.

Episode B encompasses teacher's explicit reactive mediation. It is reactive because this process is carried out, when the debate is over and there is no more discussion on the topic. At first in turn 55, the teacher's focus is on meaning. To be more precise, her focus is on the content of all the students' utterances. She is trying to give a "wrap it up" speech. Later on, from turn 56 to 77, the focus of her

mediation shifts from meaning to form. Now she's trying to centralize the students' attention on their errors. For example in turn 60, teacher is trying to remind the students that the word "year" is only used with the preposition "in" and then in turn 62 and 63 she addresses student no 2 explicitly, because she was the one who made that error in her speech. Nearly in all cases she addresses the student producing the erroneous sentence.

In terms of identifying a suitable time in order to orally mediate the students in the process of classroom interaction, the teacher considered the long pauses from students' side while they were interacting in the foreign language as a hint asking for mediation on the part of learners. Regarding the situation, the teacher also added that when the speaker was not provided with peer mediation, it was teacher's responsibility to provide mediation. In the case of new, unfamiliar, or difficult materials for which the students did not have any background, the students also required mediation in these new situations.

Regarding implicit and explicit mediation, the teacher explained that when the students were presented with new materials, such as new grammatical points, vocabulary or pronunciation, which seemed to be unfamiliar and difficult to them, they were more likely to require more mediation mainly in explicit form. On the other hand, more implicit form of mediation was provided when the materials were familiar and easy for the students.

The teacher also stated that more linguistically proficient students needed less mediation mostly in implicit type comparing to less proficient students that required more explicit form of mediation. It should be reminded that due to some external factors, such as anxiety, fatigue, stress, and the classroom environment that may affect some students' performance, their asking for mediation should not be interpreted as their lack of linguistic proficiency.

Table 1 includes the analysis of mediation categories (time and type) from teachers' view point and the related situations in which those mediations were used. Also some examples are given from the related transcribed episodes. The transcriptions of some of the classroom interactions are given through Episodes A and B already presented. The

mentioned turns under the example sections in Table 1 and Table 2 have been given from the teacher's mediation in these episodes.

The learners in this study group held a positive view regarding mediation. They considered it as a helpful tool in learning a new language better. They also believed that the mediation would help the correct forms of language to stick in their minds and prevent wrong forms from being fossilized. The students were mostly like-minded with their teacher in terms of mediation time and type. They were in favor of proactive mediation more in comparison to reactive and ongoing mediation. As the teacher's mediation mostly happened in implicit proactive form, the learners preferred to be mediated and encouraged before starting to talk about an issue. The learners also added that they did not like to be interrupted and corrected thorough ongoing mediation and also being explicitly corrected thorough reactive mediation. Regarding mediation type, they also argued that when their teacher provided them with new materials which were higher than their proficiency level and difficult to handle, they need to be mediated. More precisely in this situation, they felt that explicit mediation would be needed in some cases. On the other hand, they agreed that in terms of previously taught, familiar, and easier materials, the need for mediation would become less and they tended to be implicitly mediated.

Table 2 includes the learners' ideas in terms of mediation time and type and their preferences in this regard. Also some related examples have been given from the related transcribed episodes.

4.2 Retrospective or Stimulated Recall Protocol Interviews

According to the SRP interviews the guided questions of which are presented in Appendix B, proactive implicit mediation was in priority for the teacher. In the interview she stated:

"Well, first and foremost I should say that for me, proactive mediation is in priority. Because the students participate in these classes in order to be able to talk, to communicate in a foreign language. Therefore proactive mediation can be utilized as a mean to encourage and motivate them to talk and to participate in the class discussions. It can prepare

the ground for them, give them a clue to interact with their teacher and with each other and also centralize their attention on what is going to be said".

About the implicitness of her proactive mediation, she argued that mediation should be less interrupting and not distracting to stop the learners' flow of thought in the excerpt are as follows.

"well I think in these circumstances, when the students are in the middle of saying something or when they are trying to participate in the discussions, it's better not to explicitly mediate them! In these cases explicit mediation will cause anxiety, stress and it can also kill the students' willingness to carry on their participation. If these kind of mediation happen in explicit form, for example in the form of metalinguistic comments and questions, besides interrupting the flow of the conversation and distracting the students, there would not be that much time left to hold the class discussions, because metalinguistic mediation is so time consuming."

At the end, about reactive explicit mediation the teacher stated that she mainly used it as post-study targeted strategy to explicitly teach problematic rules and structures.

"Well as I told you before, I'm not in favor of mediating my students explicitly because of the before mentioned reasons. I usually provide my students with reactive explicit mediation at the end of the class discussion. In this way that I write their mistakes and then after finishing the discussion I address them one by one and give them metalinguistics comments or ask them metalinguistics questions to remind them the rules and structures. I don't want their mistakes to become errors. So I address them one by one and try to remind them their mistakes. Well, I believe that it will be more effective".

5. Discussion

In what follows the research questions of the study are addressed and the findings are discussed:

5.1 How does the Teacher Identify the Suitable Time to Orally Mediate the Students in the Process of Class Interaction?

On the basis of the interviews with the teacher and learners, it was concluded that from the teachers' viewpoint, some

hints from students' side such as long pauses in the middle of their speech and receiving no peer mediation could be regarded as prominent signs of the need to be mediated. Also the teacher and students agreed that when new or difficult materials are presented, the need for mediation arises. The teacher also admitted that while less proficient students, the shy ones and those with anxiety problem want to interact, they seem to be in need of more mediation in comparison to more proficient students. Furthermore, she added that when a student is a newcomer or under stress for any reason, for example giving a lecture in front of the class, the teacher feels that mediation is necessary in this particular situation.

Stimulated recall protocol interviews and analysis of the videos showed that the teacher mostly applied her mediation in proactive and then in reactive forms. She was continuously mediating her students in a proactive form at the begging of the discussions to centralize the learners' attention on the forthcoming information. She also mediated her students proactively at the end of their turns to encourage them to contribute more and actively engage them in classroom interactions. Then all the discussions and debates were terminated and there was no interaction between both parties, the teacher provided the students with reactive mediation.

5.2 When does the Teacher Use Implicit or Explicit Mediation in the Process of Classroom Interaction with her Students?

On the basis of interviews with the teacher and students, both parties agreed that while new or difficult materials are presented in the class, the mediation tends to take explicit form, but when the materials are familiar or when they are within the proficiency level of the students, the mediation would take an implicit form. Also the teacher held this belief that less privileged students and new comers will be in need of more explicit mediation.

According to the stimulated recall protocol interviews and the analysis of the videos, the teacher believed that the proactive mediation should be in implicit form to cause less anxiety, to be inspiring and motivating for students and more importantly implicit mediation will dedicate more time to class discussions. Giving explicit

mediation in the middle of interaction seems to be time-consuming, interrupting, and distracting. The teacher's implicit proactive mediations were mainly in the form of recasts, questions or requests, elaborations, continuatives, and metalinguistics.

In recast the teacher takes a part of the learner's utterance, which is erroneous and reformulate that part in the correct form. This tool was used by the teacher in Episode A thorough turn 22 in her implicit proactive mediation. In turns 15 and 21, student four has mispronounced two words (better) and (now). In turn 22, the teacher reformulates her wrong pronunciations in their correct forms.

By using questions or requests, the teacher aims at encouraging the students to say more and continue their participation in the process of classroom discussions. This tool can be regarded as a motivator such as those in turns 31-33-44-46 in Episode A. In turn 31 for example, after receiving student four idea in turn 30, the teacher tries to engage her more by asking a follow up question in turn 31.

Elaborations made it possible for the teacher to elaborate on her utterances and questions, rephrasing them and make them more tangible for students to help them answer the questions and participate in the classroom discussion such as those in turns 1-3-11-29. For example in turn 11 the teacher rephrases her questions continuously to get the students cooperation in the discussion.

By using continuatives the teacher wants to convey this message that she is listening to the students and encourage them to carry on. The teacher in this study used continuatives to give her students confirmation and also telling them that she is eager to hear more. Throughout turns 9-16-20-40-48-52-54 in Episode A by, saying hum, aha, ok, very good, thank you, the teacher tries to support the students answers and signaling to the students that OK, I'm listening, I want you to talk more!

The teacher used metalinguistic comments or questions in her explicit reactive mediation usually at the end of students' lectures with the purpose of correcting their erroneous utterances like those in turns 55-60-63-67-69-71-73-74-76 in Episode B. Consider turns 69 to 73 for example through which the teacher is asking metalinguistic

questions about the correct plural form of the word "human". Then in turn 73, she directly addresses the students producing erroneous utterances.

The teacher tended to apply explicit mediation in her reactive mediation at the end of the classroom discussions and debates by writing students' mistakes or errors on the board, asking students met linguistic questions or giving them metalinguistics comments and then addressed the students with those mistakes or erroneous speech.

Conclusion

The findings of this study were mostly in line with the previous research in terms of mediation time and types of implicitness and explicitness. These finding were in line with the findings of Aljaafreh and Lantolf (1994) in which the students' sign of needing mediation was the best indicator of the suitable mediation time and as the sign of needing mediation increases from students' side, the mediation should change its form from implicit to explicit. Also the results of this study revealed that proactive mediation was more utilized comparing to reactive one to better match the goal of language classroom, which is in coordination with Rivera and Barboza (2016) claims. Moreover, Van Lier (1996) and Davin (2013) considered classroom interaction and teachers' mediation as significant facilitating instruments in term of language development.

Generally most of the studies that were conducted within socio-cultural framework such as Appel and Lantolf (1994) Anton (1999), Turuk (2008), and Fahim and Haghani (2012) held positive views regarding teachers' mediation in language classrooms.

Furthermore, the results of this study made some preferences in terms of mediation time and type. Throughout the teachers' interaction in the class, proactive mediation seems to be in priority, because it is felt that proactive mediation seems more encouraging and inspiring to students participation and engagement. It was proved that implicit mediation better suits proactive moves. It also be added that explicit mediation will play its role better when it is applied thorough reactive mediation, because in this way more attention can be given to explicit rules and structures, besides it can prevent mistakes from

turning into errors.

Implications

The results of this study have implications for the scholars and researchers to conduct more studies in the field of mediation in language classrooms. Moreover, it can have implications for the educational system and people in charge of managing and programming the Teacher Training Courses (TTCs) by allocating a part of TTCs to the concept of mediation, ways of mediating students, tools, time, type, and focus of meditational moves. Also in EFL and ESL contexts, the current study can be regarded as a great help for the teachers to deepen their understanding regarding mediation, besides it can assist the teachers and students to overcome problems in terms of language teaching and language learning by making the classes more learner-centered, reduce students anxiety, support the students participation in language classrooms.

Limitations

The current study was conducted in an EFL context having only six participants due to some limitations in which only teacher's oral mediation in her classroom was investigated.

Suggestions for Further Research

It is recommended to conduct further research on wider EFL and ESL contexts with different tutors in a large number of private institutions and public schools involving more participants at different proficiency levels.

Due to unavailability of willing participants, the number of the participants of the study was not representative of population and consequently the findings should not be generalized to all SLA population, but following most qualitative studies attempts were made to present a thick description of the context to replace generalizability with transferability of findings to new contexts.

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Appendix A

Transcription conventions:

- T: Teacher
- S: Student (they are identified by numbers).
- Ss: students
- Question mark (?): Question intonation
- Exclamation mark (!): surprising intonation
- Ellipsis (...): Pause
- []: mispronounce or malformed words
- //: phonetics
- "": emphasis

Appendix B

Questions of the SRP Interview with the Teacher

- (1) Researcher: In this part of the video that we watched, after the students pause you provided them with implicit proactive mediation by using some elaborations (turn 3) on your earlier question at the beginning (turn 1). What was your purpose behind those proactive implicit mediation?
- (2) Researcher: Thank you very much. What about the implicitness of your mediation?
- (3) Researcher: Hum. Thank you. Look at this part of the video please. In this part you said "why" after a student's response, what led you to use that expression?
- (4) Researcher: OK, thank you. Let's watch another part of the video. This was an example of your ongoing mediation (turn 22). In very rare cases you have used ongoing mediation like this. Why?
- (5) Researcher: Hum. Let's watch this part of the video now. Now please tell us what is the reason behind providing your students with reactive explicit mediation at the end of their discussion? And why are you addressing the students directly?
- (2) Students: (3 seconds pause)
- (3) T: Maybe at first, at first you are going girls, at first you are going to describe it explicitly for yourselves and then were going to think about it. What did she or he want you to infer? What does she or he want to say? At first explicitly talk about it, what did you see? Would you please describe it?
- (4) S1: OK, She was a (...), she was a alone (...) girl at first that played this "disk"?! I do not know, (...) may be music, yeah?
- (5) S2: Yeah, music.
- (6) S1: And, um (...) by this music (...) she remembered maybe the part of her life in the past that she was pregnant, she had a baby (...), then after that got old and then died? (giggling) I don't know!
- Students: yeah.
- (7) S1: Maybe this was the music of her life.
- (8) S3: But I think from that moment when she got that role in life, when she got pregnant and have a baby and got married, she could change them only again and return to life, but (...) and change the life again and change the melody and come back to those days. But from that moment that she got old nothing could change and changing the melody was impossible. I think it's because of that.
- (9) T: Hum.
- (10) S3: During the time when he grow up, the changing the melody and even after life can be impossible and returning to those days, it can be impossible. It means we lose our flexibility and sometimes it's impossible to build something new in your life. Um, just this.
- (11) T: Very good girl. You just infer to...(sorry) refer to a good point then. Did you understand that when in every part she just could bring it back, bring it forward? But when she was getting (...) older and older, she could not change it! Even she could not touch the CD or just stop it or ... got it?
- (12) Ss: yeah.
- (13) S3: Even take a one step towards the disk!

Appendix C

- Episode A
- After watching the animation
- (Turn 1) Teacher: What did you get girls? What did you infer based on what you saw?

- (14) T: No backward!
- (15) S4: Perhaps teacher, she is the single and she think past or future is (better) than (now)!
- (16) T: Hum.
- (17) S4: But when she um (2 seconds pause)...
- (18) S3: Change!
- (19) S4: Change the DVD...
- (20) T: Hum.
- (21) S4: She know perhaps they be (...) they aren't good (...) they aren't (better) than (now).
- (22) T: They are not "better" than "now".
- (23) S4: Yes.
- (24) T: Nothing good is going to happen.
- (25) S4: Yes.
- (26) S5: Teacher I think life is like a piece of pizza!
- (27) Ss: Yeah! (giggling).
- (28) S4: Yes, life is the piece of pizza we ate.
- (29) T: Why not? How did you just decide that? What's the similarity between life and a piece of pizza?
- (30) S5: When you eat a piece of pizza you (pass) a piece of life, I think!
- (31) T: Really? By passing each part of pizza?
- (32) Ss: Yes!
- (33) T: Just a whole pizza maybe?
- (34) Ss: Yes!
- (35) T: One part for when you're young, one part for when you're just going... and something like that?
- (36) S5: When you finish it, you finish your life!
- (37) S2: When you eat the pizza, you just think about it, eat (...) eat it and go the another piece of pizza. You don't think about it, this piece of pizza it really can be best piece of pizza on this all of the (...) all of...
- (38) T: Hum, whole, whole pizza.
- (39) S2: Yeah. The whole pizza.
- (40) T: Hum.
- (41) S3: But I think when she just changed the, changed the disk and changed the rhythm, it shows that maybe one piece get her less or more! It's because of that maybe to change it. She (...) in that time that she gonna pass, pass it, it means she is engaged or married and we saw that in that moment we just had one character and the other ones were absent. Um maybe they didn't just um, how can I say... They didn't show that. Just because of this one! Maybe she was single in that moment.
- (42) T: Girl, she was single. Yes! And then, but when she got married, we could not see any sign or the trace of husband in her life! That the matter!
- (43) S3: Yes, just a picture with any bride. No, "any groom"!
- (44) T: Baby but no husband! Yes, the picture of the bride but with no groom, no groom next to her! Very good. Why?
- (45) Ss: (3 seconds pause)
- (46) T: Single mother?
- (47) S3: Maybe, maybe she was the first; she had the first role of his life! Just like a melody or story that it just maybe want to show us that everything in our life refer to ourselves and we're trying for future or thinking about past and we have the first role of our life!
- (48) T: Hum!
- (49) S5: Maybe she is always alone!
- (50) T: Alone?! Even when she got married?
- (51) Ss: Giggling.
- (52) T: OK, thank you.
- (53) S6: Like all of us, we don't know until when we have time to continue. She was old but she was trying to again use her life. But suddenly it stopped and we don't know until when we have this time to...
- (54) T: Good, thank you.

Appendix D

- Turn (55) Teacher:
- If we think about the past, everything was usual, pure and perfect.
- As much as we're going to go forward, just because of the technology and other reasons, everything is just

- going to be mechanical, machinery, and something like this!
- Thank you very much. Now it's my turn to ask about some questions girls. OK, let me ask you some technical questions (giggling)...
- -How do you pronounce this?
- "Teacher writes the word "Scary" on the board"
- (56) Ss: /skɛri/...
- (57) T: Again...
- (58) Ss: /skɛri/...
- "Teacher addressed student two who mispronounced the word in her speech"
- (59) S2: /skɛri/
- (60) T: Aha, /skɛri/, you said /skæri/...! How about this one? Which one?
- Teacher writes "this year" on the board with two choices 1: in 2: on.
- (62) Ss: "In" this year.
- Teacher addresses the student two who had made the mistake.
- (63): Very good. "on this year"! No, never, No where!
- (64) T: Look at here.
- Teacher writes nature "get us" on the board.
- (65) Ss: "Give" us?
- (66) T: Ahaa!
- The teacher addresses student 2 who has made the mistake.
- (67) T: Nature?
- (68) Ss: Give us.
- (69) T: very good. Now what is the plural form of this word?
- Teacher writes the word "human" on the board.
- (70) Ss: (3 seconds pause)
- (71) T: Let me give you the choice!
- Teacher provides the students with three choices on the board: 1: Humans, 2: Humens, 3: Humen.
- (72) Ss: Humen.
- (73) T: Very good. So if humen, why two of you said hamans and humens?
- Teacher addresses students one and three who made the mistake.
- (74) T: What do you think about this one?
- Teacher writes "one children" on the board.
- (75) Ss: no, one child teacher!
- Teacher addresses student four who has made the mistake.
- (76) T: Aha, very good. So you know that it's "one child".
- (77): very good. Just this. Thank you very much..

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