LEARNING ANOTHER LANGUAGE WITH CONCEPTUAL TOOLS:

AN INVESTIGATION OF GAL'PERIN'S CONCEPT-ORIENTED INSTRUCTION

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This dissertation examines how eight adult beginners of Italian as a foreign language (IFL) used a Schema of a Complete Orienting Basis of Action (SCOBA) to learn the concept of Genre and Register in the typified situation of a service encounter in a restaurant. During six two-hour lessons, students participated in the Concept-Based Approach to foreign language education (Negueruela, 2003; Negueruela & Lantolf, 2008) based on Gal'perin's (1967, 1992c) model of instruction. A qualitative analysis based on data from learners' classroom interactions and study abroad experiences revealed that the learners were able to transform their SCOBAs according to their own communicative needs. Accordingly, students developed awareness of how to use cultural and linguistic concepts to orient themselves in classroom tasks and in study abroad experiences in Italy with native speakers. Additionally, students were able to recognize typified and non-typified situations (i.e., Register variation), produce personalized language with native speakers, and make language choices depending on the cultural context and the context of the interaction. Implications of this research indicate that the study of SCOBAs helps researchers track discourse development from other-regulated to self-regulated performance. No studies have focused on how students make use of a SCOBA as a learning tool or have documented how they

move from dependence on the tool to independent language performance in authentic contexts. Moreover, this study indicates that teaching specific Genres and Registers orients students in their language use in the classroom context and in the study abroad context and gives them agency and control over their interactions in a FL.

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1.0 INTRODUCTION

1.1 STATEMENT OF PURPOSE

The Culture Goal Area of the World Readiness Standards for Learning Languages of the American Council on the Teaching of Foreign Language (National Standards in Foreign Language Education Project, 2015) identifies as an increasingly important need the study of a second language (L2) or a foreign language (FL) in a way that makes students aware of the relationship between cultural products and practices and their cultural meanings and perspectives. Instruction can raise this cultural awareness, thereby helping students to be "world ready" and to use the language that they study in a variety of intercultural contexts.

It is commonly thought that studying abroad is the best way to learn a language. Young (2009) underlines the fact that studies of language learning (as cited in Young, 2009; Barron, 2001; Bouton, 1994, 1999; Hoffman-Hicks, 1999; Kasper & Rose 2002; Schmidt, 1993) have demonstrated how only exposure to the FL/L2 is not enough to achieve communicative competence (Canale & Swain, 1980), in particular the development of pragmatic competence. There is the need for direct instruction (in the home country or in the foreign country) in the FL to help students to participate in the linguistic and cultural practices in a foreign country and to understand the meanings and perspectives that underlie these practices.

There are different instructional approaches used to reach the goal areas of the World Readiness Standards, but not all of them take into account the relation between cultural products and practices and cultural meanings and perspectives. Taking into consideration the need to embed the study of language with culture, the purpose of this dissertation study is to investigate and understand the use that the students make of an instructional tool, the Schema of a Complete Orienting Basis of Action (SCOBA), for learning culturally appropriate interactions in Italian as a foreign language during classroom study and during a later study abroad experience.

1.2 LANGUAGE LEARNING IN CONTEXT

Many approaches of FL acquisition theorize language acquisition as a universal cognitive process that happens in all individuals in the same way (Lightbown & Spada, 2013; Ellis, 2000, 2010). According to these models, the acquisition process happens 'inside the heads' of the students. The social context surrounding the language that is acquired is seen only as a source of linguistic input. Thus, input-based instructional approaches are conceived exclusively as a source of language data directed toward the learner rather than as a social context that provides various affordances for language learning (Donato, 1994; Lantolf & Poehner, 2014; Lantolf & Thorne, 2011).

A new interpretation of language acquisition that gives relevance to the relationship between cultural products and practices and cultural meanings was proposed by researchers applying sociocultural theory (SCT) to instructed second language acquisition. These researchers questioned the concept of acquisition itself by situating it in the broader concept of "language development." Language development does not entail a universal process but "differential

developmental trajectories" (Lantolf, 2011). Students develop at their own pace and in their own social, cultural, and historical contexts, including the language classroom. Further, according to SCT researchers, FL interaction is not merely the transmission (encoding) and comprehension (decoding) of messages (Brooks & Donato, 1994). Rather, SCT researchers propose that social interaction is the primary strategic tool that enables cognizing and making meaning of interactive cultural practices in a FL.

At the roots of sociocultural theory is the assumption that learning and cognition are not an individual phenomenon, but rather social and cultural and situated in historical contexts (Kozulin, Gindis, Agayev & Miller, 2003). For Vygotsky, the concept of culture is not stated explicitly (Wertsch & Tulviste, 1992) but found in his explanation of the role and use of historically produced material and semiotic tools in the mediation of human cognitive and affective development. These tools are socially and historically generated and transform lower natural forms of psychological processes into higher complex psychological processes, such as selective attention, conscious voluntary behavior, and language and literacy. The sociocultural and historical context can be represented, for example, by family life, schooling, or informal peer interactions. In all these contexts, individuals appropriate cultural and historical artifacts, most notably culture and language, through the mediation of other people or objects, such as books or technological tools. The learning experience is what Vygotsky calls *internalization* (a detailed discussion is presented below). Moreover, Vygotsky's theory asserts that while individuals internalize cultural artifacts and practices, they do not merely reproduce them. Rather, individuals have the potential to repurpose and transform cultural artifacts and practices intentionally and for specific purposes (Lantolf & Poehner, 2014). For example, the walls of a house where family pictures can be displayed has been extended to the computer context, i.e.,

Facebook is a social website that also has walls where pictures of friends and family can be displayed.

Vygotsky differentiates the mediation that happens in everyday life with the one that happens in the school setting (Lantolf, 2011). From the perspective of SCT, children are introduced to the elements of their culture through the mediation of their parents or other members of the society. Initially, children internalize through imitating different practices of their own culture, e.g., cultural ways of enjoying leisure time activity, greetings, celebrating holidays, or addressing different kinds of people. In the school context, this kind of mediation happens in a purposeful way because the concepts learned are not directly linked to everyday spontaneous activities but to more abstract forms of theoretical knowledge. This theoretical knowledge is what Vygotsky calls scientific concepts. For example, learning a FL usually does not happen in the same way as learning a first language (L1) because the exposure to the FL in a classroom is minimal (this is not necessarily the case for heritage learners or for those living in bilingual communities). Thus, because the possibilities of learning through the environment are limited, learning a FL becomes a purposeful activity that happens through schooling and direct instruction. More specifically, the FL is learned through abstractions or scientific concepts about language and how it functions as a communicative tool.

Learning a new language implies not only learning grammatical rules or vocabulary, it implies re-conceptualizing reality according to the culture implicit in the new language (Lantolf & Poehner, 2014). For example, in Modern English, there is only one personal pronoun for the second person "you." One form of 'you' in English is used in both formal and informal situations. In Italian, there are two forms of the second person singular pronoun, "tu/lei," which are used alternatively according to the cultural and historical situations that the Italian culture

recognizes as formal or informal. To raise students' awareness of the relationship between language as a cultural product and interactive practice and the cultural perspectives that are enacted in language, there is the need for a theory of language and pedagogy that allows the teacher to address directly this relationship in the FL classroom context. Young (2009) identifies systemic functional linguistics (SFL) and concept-based instruction (CBI) as a theory of language and pedagogy that can inform teachers' practice and provide the needed framework for them to address this relationship and achieve this goal in the FL classroom. In the next two sections, I will discuss SFL and CBI, respectively.

1.3 SYSTEMIC FUNCTIONAL LINGUISTICS

Systemic functional linguistics (SFL) is a theory of language that tries to conceptualize how lexicogrammatical choices are made in a language and how those choices are related to social and cultural contexts. SFL views language as a system that represents the meaning potential that instantiates the choices produced by individuals or groups of individuals in spoken or written texts and how these texts are interpreted and reconstructed by other speakers or readers of the language (Halliday & Matthiessen, 2014). The language system is the product of the meaning making history of the community. It is also an open system that has the potential of expanding and transforming itself. Thus, a language is a meaning making resource that has developed to serve human functions. In SFL, the overarching functions of language, referred to as metafunctions, are the representation of experience (ideational), the enactment of social relations (interpersonal), and the linguistic organization of these two functions into a communicative act (textual).

As Wells (1994) explains, SFL seeks to understand "within any particular cultural and linguistic community, what people can mean and how they use their linguistic resources to do so" (p. 45). Halliday (1978) asserts that culture is constructed by meanings, and language is one of the ways of constructing meaning; thus, for SFL, there is a symbiotic relation between language and culture. This relation can be observed in the different Registers that directly involve exchange of meanings in different contexts of human life. Register, thus, is a relational concept that refers to the configuration of linguistic choices associated with particular aspects of the context of situation brought into existence through variations in Field, Tenor, and Mode. Field refers to the content knowledge or topic of the situation. Tenor refers to the people involved in the situation and the roles that they play, and Mode refers to how language is used in the particular situation, e.g., written or spoken or some hybrid form, such as on a webpage. Language is, thus, conceived ecologically as part of an environment of meanings (Halliday & Matthiessen, 2014).

From this assumption derives Halliday's (1993) assertion that learning is a semiotic process. While using a language, children simultaneously reflect on the language. Language shapes the way in which children learn and, thus, the way in which they construct their thinking. Hence, Halliday (1993) concludes that language learning has to happen through and in language. This approach to language teaching and learning resonates with Gal'perin's (1989c) model of instruction that is based on materialization of a concept followed by linguistically-mediated actions. According to Gal'perin, thought is formed first through materialization of actions and then through linguistic actions, which will be discussed in the next chapter.

1.4 CONCEPT-BASED INSTRUCTION

Concept-based instruction (Negueruela, 2003; Negueruela & Lantolf, 2008), based on Galperin's work (1992b, 1992c, 1989a, 1989 b, 1989c, 1967), appears to be a viable pedagogy to realize a language-based model of learning through classroom instruction. CBI asserts that, in the classroom context, language concepts are the main unit of instruction, and these concepts have to be materialized in concrete ways (e.g., using visuals or material objects) to begin the internalization process. Additionally, students need to verbalize concepts, with a group and alone, to master them and bring them under their conscious control. CBI addresses these two important considerations for concept development and is based on the work of P. Ia. Gal'perin (1902-1988). Gal'perin established a clear pedagogical direction based on sociocultural theory in his Stepwise Model for the systematic formation of mental actions. Gal'perin experimented with a pedagogy that organized classroom activity into a series of mediational steps that fostered the internalization of concepts through primarily materialization and verbalization of concepts. Particularly relevant for this study is Gal'perin's use of a material tool, a goal-oriented graphic organizer called the Schema of a Complete Orienting Basis of Action (SCOBA). The SCOBA materializes the concept and later allows students to verbalize the mental actions required in carrying out the particular concept represented on the SCOBA. In summary, the SCOBA works as a map of a concept that guides a student to mastery of that concept and how it is applied in specific situations (Arievitch & Haenen, 2005). This theoretical framework was the basis for the pilot study that I conducted the year before this dissertation study. My dissertation study derived from the findings of the pilot study.

1.5 THE STUDY

During the spring of 2014, I conducted an exploratory study on the use of concept-based instruction and the use of SCOBA by 4 adult learners of Italian as a foreign language (IFL) (Fernandez & Donato, forthcoming). For the pilot study, I planned a basic Italian course that linguistically and culturally prepared professors and students of an early childhood education and foreign language education program for a study abroad experience in Italy. The purpose of the course was to prepare students to participate linguistically and culturally in the interactional practice of requesting goods and services during their Italian experience abroad, the cultural and linguistic concept that I intended to develop in the students. Attention was given to ordering meals in restaurants. The data analysis from the exploratory study indicated that students transformed the SCOBA, the material tool, to meet their communicative needs and to develop conceptual awareness of Italian interactive practices to complete classroom tasks. Encouraged by these findings, the exploratory study served as a basis for the dissertation study.

In this dissertation study, I investigated how adult beginner learners of IFL used the SCOBA during pre-study abroad classroom instruction and whether this approach to learning the genre of service encounters was effective in allowing them to perform independently in this context during their study abroad experience. Furthermore, this study sheds light on the use that the students made of the concept taught and how they demonstrated conceptual awareness in the classroom and abroad. Additionally, this study assessed if and how the students were able to create a conceptually appropriate SCOBA for other social situations in which goods were requested, e.g., while shopping for clothes or ordering ice cream from a street vendor. One of the unique elements of this dissertation study was that I had the opportunity to shadow the students while they used the concepts and the language learned with native speakers in Italy.

1.6 RESEARCH QUESTIONS

The following research questions guided this study:

1. How do adult beginners of Italian as a foreign language (IFL) use a Schema of Complete Basis of Action (SCOBA) for the concept of the typified situation of a service encounter in an Italian restaurant during classroom instruction?
2. How do adult beginners of IFL evaluate the effectiveness of the SCOBA as a learning tool?
3. How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during classroom instruction?
4. How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during study abroad in Italy?

   4.1 How does the use of the SCOBA in the classroom context compare to the study abroad context?
5. Can adult beginners of IFL develop a SCOBA for a new social context and if so, how does the SCOBA design demonstrate conceptual understanding of the typified situation as part of the Genre and Register?

1.7 RELEVANCE OF THE STUDY

In his book, *Discursive Practice in Language Learning and Teaching*, Richard Young (2009) explicitly indicates the need for research on CBI informed by SFL. Specifically, Young acknowledges the importance of CBI in the context of study abroad and proposes a model that can be categorized in three dimensions: identity, verbal, and interactional. The dimension of identity refers to how the identities of the participants in an interaction are enacted. The verbal dimension entails how language is realized as Register for each of the three metafunctions. The interactional dimension is realized in social actions (or the sequence in which the linguistic practices are organized) such as turn-taking, repair (ways to linguistically react to problems in the interaction), and boundaries (or how a linguistic interaction is opened or ended) (Young, 2010).

This dissertation took into consideration the three dimensions identified by Young (2009) and implemented them into a CBI framework using linguistic concepts from SFL. Thus, the relevance of this study lies in the fact that it linked discursive practices, CBI, and SFL concepts, to investigate the use of a classroom tool.

1.8 ORGANIZATION OF THE DISSERTATION

This dissertation is organized into five chapters. The first chapter presented an introduction to the study in which I explain the statement of purpose and the relevance of the dissertation. The second chapter presents Gal'perin's pedagogical model, the theoretical framework that links Gal'perin's work to sociocultural theory (SCT) and Cultural Historical

Activity Theory (CHAT), the main tenets of Gal'perin's Model, and the way the model is conceived. This chapter also includes a review of the CBI literature and how Galperin's Model has been researched in FL/L2 instruction. The third chapter presents the methodology of the study. Chapter 3 includes the context of the study, the design and implementation of the CBI instruction, the data sources and data collection, and the methodology for data analysis. The fourth chapter presents the findings of the study regarding how students use the SCOBA, what they learn, and how this learning affects their intercultural interactions during their study trip in Italy. Chapter four concludes by showing how students are able to design a new SCOBA for a different cultural typified situation that is associated with the core concept of requesting goods and services. Lastly, the fifth chapter discusses the findings and their implications in relation to language learning and the use of SCOBAs, preparation for study abroad, and the study of Genre and Register as essential concepts at all levels of foreign language instruction. This dissertation concludes by providing pedagogical implications and suggestions for future research.

2.0 THEORETICAL FRAMEWORK

The psychological and pedagogical research of Piot'r Gal'perin (1967, 1979 1989 a,b,c, 1992b) sought to understand and explain how human mental activity is formed, i.e., how an external action (e.g. using the correct verb tense) can be transformed into a mental action (e.g. the conceptual understanding of how the verbal tense system works). This movement from physical to mental is what is called the internalization process. To this end, Gal'perin created an instructional approach that guided the internalization process called "the stepwise formation of mental actions and concepts." This approach represented a new way of conceiving pedagogy where mental actions (such as using the appropriate verb tense in a foreign language) are actively encouraged through instruction (Arievitch & Haenen, 2005).

2.1 ACTIVITY, ACTIONS AND OPERATIONS

Gal'perin's concept of mental activity was based on Leont'ev's idea of activity, which emerged from Vygotsky's and L. S. Sakharov's experiments on concept formation (Haenen, 1996). Leont'ev (1992) asserts that a child's internalization of material objects is a collaborative activity in which the action of the child is performed with the help of an adult. As a result of this assistance, what is performed collaboratively is gradually transferred into the child's mental activity for independent action at a later time: "The historical and the societal nature of the

child's psyche consists therefore not in the fact that the child generalizes, but rather in the fact that his or her activity becomes objectively and societally mediated" (Leont'ev, 1992, p. 33). Leont'ev (1979) sees human activity as a cause and a consequence of psychological development. Leont'ev's theory of activity is too complex to be presented and discussed here, but it is useful to illustrate it with an example to better understand Gal'perin's theory. Consider a classroom engaged in teaching and learning Italian. The motive of this course is to complete a university requirement. Yet, the goal of each of the students and the teacher can be quite different: generically, the teacher teaches to help the students learn, and the students learn to speak and write the language. Furthermore, the particular operations that the teacher and the students perform to reach their goals will depend upon the situations and conditions of the lesson, the classroom, and so forth. In this example, the three hierarchical levels of Leont'ev's activity system are present: (a) an activity, which is at the same time the largest systemic unit and is governed by a motive; (b) actions, which are the components of the activity and are governed by goals that can be personal or socially shared; and (c) a series of operations, which make up each action and are performed according to the conditions of the situations (Leont'ev, 1977). By participating in a societal activity, the individuals develop what Vygotsky (1962) calls higher mental functions.

2.2 INTERNALIZATION, MEDIATION, AND THE ZONE OF PROXIMAL DEVELOPMENT

For Vygotsky (1962, 1987), the cultural development of the human psyche, in particular higher mental functions (e.g., deliberate attention, logical memory, abstraction, etc.), can be analyzed genetically. These human functions, language being one of them, distinct from animals' or human's lower mental functions (sensory-motor functions), can be developed through the internalization of sociocultural mediational tools.

According to Vygotsky (1962), the development of the child's higher mental functions depends on the child's mediated interaction with the environment. Kozulin (2001) asserts that mediation in Vygotsky has two facets. The first facet is human or, more specifically, the mediation of the adult or more learned peer, and the other is symbolic, or the continuous use of tools and artifacts, including language (see also Wertsch, 1985, 1998, material tools and psychological tools). Vygotsky's experiments tried to analyze both aspects of mediation and how this mediation contributed to the child's development.

For Gal'perin, the process of internalization is when a material activity is transformed into a mental activity, forming the inner psychological plane of the individual. There is no tabula rasa onto which knowledge is deposited. Rather, the person's psyche (or inner plane) is formed by the internalization of the sociocultural-historical activities and concepts that are mediated by sociocultural tools (Gal'perin, 1967). Thus, learning fosters the development of higher mental functions. This idea contrasts with other psychological theories, such as behaviorism for which there is only a response to stimuli.

> Within the context of an activities-oriented approach the process of learning is viewed neither as an actualization and development of some abstract primordially given functions (abilities) relating to thought, memory, attention, as

> was implied in the old idealistic psychology, nor as a process for developing a system of external responses that are viewed as direct responses to stimuli, as suggested by behaviorism. It is a process of assimilation of various types of human activities by students and hence of the set of actions that brings this about. (Talyzina, 1981: 46)

In other words, individuals assimilate, making their own, the social and cultural activities that they are exposed to. There is no contradiction between internal or external activity in Vygotsky's and Gal'perin's view of learning. It is a process through which a social activity is internalized and transformed and then returned to the social through the personal actions of the individual. The individuals' development can be observed through their sociocultural-historical activity. From this perspective derives Vygotsky's (1962, 1987) conviction that learning precedes development and not the opposite, as Piaget sustained.

Development in Piaget studies is conceived as a pre-established series of biologically determined maturation stages, and learning is the direct result of the construction of personal experiences (Kozulin, 2012). For Vygotsky, learning favors the development of higher mental functions; it is not a passive process; it is a transformational process or, as Negueruela (2008) pointed out, a "revolutionary" process "…characterized by qualitative transformations of one form of behavior into another…" (Vygotsky, 1987, p. 19). Learning and development happen in everyday activities, but it is in the school context where these processes become explicit because teachers' goal is to help students' learning and development. Using Vygotsky's concept, this process happens in the zone of proximal development (ZPD). Vygotsky (1962) defines ZPD as the "discrepancy between a child's actual mental age and the level he reaches in solving problem with assistance…. with assistance, every child can do more than he can by himself" (p. 103). The social dimension of psychological development allows for the possibility of an individual assessment of the actual state of development of a child and his/her possibilities of development

assisted by an adult or more capable peer (Vygotsky, 1962; 1987). According to Chaiklin (2003), the zone of proximal development can be used as a diagnostic tool and also as a programming tool.

> The zone of proximal development is a way to refer to both the functions that are developing ontogenetically for a given age period (objective) and a child's current state of development in relation to the function that ideally need to be realized (subjective). In this respect, the zone of proximal development is both a theoretical and an empirical discovery. (p. 50)

There are many interpretations of the concept of ZPD (Lantolf & Thorne, 2011). What is common to all these interpretations is that knowing the students' ZPD can help organize the entire teaching/learning process. In the orienting stage of Gal'perin's model, identifying the students' ZPDs is important to the design of meaningful schemas for orienting students to particular concepts and actions. If the schema provided to students is not within their ZPDs, no orientation will occur. According to Gal'perin (1967), Vygotsky did not have the opportunity to research further its implications in the teaching/learning process because of his untimely death in 1934. Therefore, Gal'perin expanded Vygotky's research following Vygotsky's orientation to create a step-by-step model that assists learning within the ZPD (Haenen, 1996).

2.3 ACTIVITY IN GAL'PERIN'S FRAMEWORK

Gal'perin was primarily concerned with how a collaborative activity resulted in the transformation of material actions into mental actions (Haenen, 1996). To illustrate, imagine a scenario in which an American professor, who is a beginner learner of Italian, wants to greet his colleague from an Italian University in Italian. The American professor will start by planning his discourse (e.g., she figures out in her mind what she wants to do) according to what she has

learned in her Italian class and before actually saluting her colleague. Then, by rehearsing out loud or talking silently to herself (e.g., "I'm going to say *buona sera* [good evening] because my colleague will arrive around 7 pm, but how about if the airplane arrives around 10 pm? Is it *buona sera* [good evening] or *buona notte* [good night]? No, it is *buona sera* because *buona notte* is used when you are ready to go to bed"), the action has become a mental action regulated by the professor. With more practice, this action will become abbreviated, and the professor will no longer have to reflect on whether to use one or the other form. Once the action is internalized and developed into mental actions, the individual is capable of further actions (Gal'perin, 1967). In the example in question, a further action could be greeting the Italian professor in Italian correctly according to the time of the day without having to go through the whole thought process to make the choice. That is why, the verbalization stage is so important in Gal'perin's model. Language acts as a bridge between external and internal psychological functioning (Gal'perin, 1967; Vygotsky, 1962). What occurs through this process is the formation of an orienting mental action that will produce further actions on the material plane.

A social activity is, thus, the source of the mental activity:

> The study of the stage by stage formation of intellectual actions and concepts first reveals the significance of the -transfer from outside to inside- as conditions (but only conditions!) for transforming non-mental phenomenon into mental. (Gal'perin, 1967, p. 31, parenthesis and exclamation mark in the original)

As can be observed in the above excerpt, for Ga'perin, an internal psychological plane does not exist without interaction with the external world, and studying the process of internalization of concepts confirms this assertion.

2.3.1 Main Tenets of Gal'perin's Theory

According to Gal'perin (1967), the object of psychology is what he calls a "mental orienting activity"—i.e., an activity that is capable of establishing in individuals a mental pattern that helps them in the execution of future actions on the physical plane, be it expressing oneself in another language or interacting in a culturally appropriate way (i.e. turn taking, boundaries of the interaction, repair actions).

Based on the theoretical framework outlined above, Gal'perin (1967, 1992c) developed his instructional model, calling it the step-by-step model for the formation of actions and concepts. Gal'perin uses the dual terminology "actions and concepts" to separate the physical, concrete conditions of the performance of an action from the abstraction of the concept. In the school context students have to perform many actions, such as listening, reading, writing, adding, subtracting, and so forth, to perform these actions, they need an orientation. The concept is what guides the student to perform those actions. Gal'perin (1989a) gives a clear example of this difference. The addition of 3+2=5 is a mathematic abstraction (a concept) that is taught in elementary school to orient children. The child now knows that if she has 3 candies and asks her father for two more, she will have 5 (action).

At times during instruction, we teach students how to perform a single action or a series of actions and, at other times, we teach students the concept, elements and conditions to perform an action. For example, Negueruela (2003; Negueruela & Lantolf, 2008) systematically taught his students the concept of verbal aspect in Spanish, specifically, the preterit verb forms (completed non-cyclical past actions that move the narrative forward) or imperfect verb forms (habitual or cycle actions that take place in the past) for past tense narration. He explained that the choice depended upon the speakers' perspective and what he or she wanted to emphasize.

The focus of the past actions could be (1) the beginning of the action, (2) the end of the action, or (3) the fact that the action was ongoing in a period of time. Negueruela identified two components that determined these meanings in Spanish: (1) lexical aspect (i.e., does the speaker want to express a cyclic or non-cyclic meaning?) and (2) grammatical aspect (i.e., the verbal tense used to express those meanings). To apply the abstract concept of verbal aspect to concrete actions, Negueruela gave his students communicative activities designed using Di Pietro's (1987) strategic interaction approach. In these strategic interaction scenarios, students needed to relate past events to solve contextualized situational conflicts. Figure 1 shows how linguistic competence, i.e., language learning and development, is the product of the intertwined relationship between actions, concept, and content. Language and cultural actions are the product of conceptual understanding about a particular context (content or field knowledge).

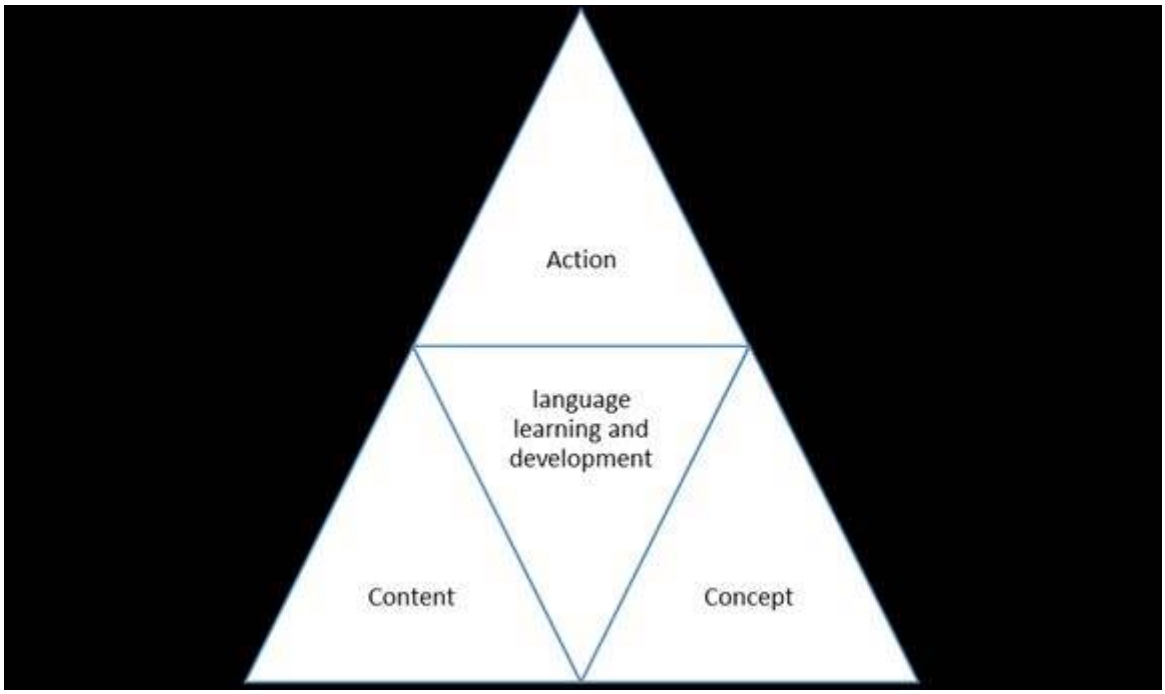

Figure 1. Language Learning and Development through CBI. Suggested by Jacques Haenen (Personal Communication, 01/13/2016)

The intertwined relationship of actions, concepts, and content to produce language learning and development is the key idea for the application of Gal'perin's model for language pedagogy. Gal'perin's model of instruction is a sequential series of steps that the teacher presents to help the students in their process of development from object-oriented actions to mental actions and, then, subsequently, to material actions. In terms of language learning, this process would entail, for example, showing the students a video of a scene of ordering a meal in an Italian restaurant, orienting them to how to order a meal in an Italian restaurant, helping them verbalize this action in the classroom and in individual activities, and, finally, actually ordering a meal in an Italian restaurant. Awareness, or consciousness of the operations necessary to perform an action; abstraction, or the conceptual knowledge of the action; and control, or the conscious performance of an action, are the necessary steps that a material action must be subjected to through the application of Gal'perin's model. To reach awareness, abstraction, and control, the teaching and learning process has to be organized in a way that allows this process to be systematic. Gal'perin (1982) proposes four main tenets:

1. Learning Motive: This is the less researched aspect of Gal'perin's work (Haenen, 1996). Nevertheless, Gal'perin acknowledges the motivation of the student to learn as an important factor in his model.
2. Orienting Basis of Action: In order to be internalized, a material action, such as ordering a meal in a restaurant or greeting people in an informal situation, requires orienting the students to the action through external mediation. This orientation must be done in such a way that the action can be repeated and recognized in the absence of the mediator. For example, to read, it is necessary to understand that certain sounds are associated with certain characters. After repeating many times certain sounds associated in a word like

"sister" in different tasks, if I add another sound "s" as in "sisters," the students should be able to recognize the sound and read the whole word. The student has been oriented to the relationship between sounds and characters in the English language.

3. The Four Parameters of Action: Gal'perin distinguishes four parameters for the formation of an action:

- *Level of internalization*: an action has to pass through three levels in order to be internalized: material to materialized action, verbal action, and mental action. For example, in order to teach his Spanish-speaking elementary students how to buy products in a farmers' market in the USA, Herazo (2014) first went with his students to an actual farmers' market in Colombia. The goal of this material action was to give the students the real experience of shopping at the market to understand the sequence of procedures necessary to buy food in the farmers' market. Then, they compared their experience to the necessary procedures in the U.S. through real texts and videos (another materialized action for learning the lesson objective). Next, he gave the students the SCOBA for shopping exchanges, which they used to verbalize their linguistic choices, after which he assessed the students' performances. To understand if the orientation to the Genre and Register of exchanges was used by the students during their oral performance, Herazo proposed a second genre, the procedural, in which the students had to explain a recipe to an audience in English by applying the conceptual knowledge (Genre and Register) acquired in the first action.
- *Degree of generalization*: Each action that is performed requires certain steps to be performed and certain requisites. For example, to learn the plural in Italian, in order to recognize that *case* [houses] is the plural of *casa* [house], I first need the students to

grasp that there is a difference between using one or the other word and what this difference is about. Then, they have to understand that there is a pattern that underlies the formation of plural forms and how to apply it. Finally, I see if the students are able to apply it to different words. Generalization, thus, implies that the students grasp the main features of the concept necessary to perform an action, for example, in a task.

- *Degree of abbreviation or completeness*: an action to be executed requires a number of operations; once the action is executed many times by the students, the number of these operations is reduced or abbreviated.
- *Degree of mastery*: the more an action is executed, the easier it will be to re-execute it.

4. The Stepwise Model: the last of Gal'perin's tenets is actually the instructional system he developed to form concepts and the mental actions that these concepts produce. This model has attracted particular attention for its potential for pedagogy and research (Haenen, 1996).

The next section describes the different steps of the model. These steps are central to my study and were used for the pedagogical intervention that I implemented.

2.4 THE STEPWISE INSTRUCTIONAL MODEL

Gal'perin (1967, 1989a, 1989b, 1989c, 1992c) proposed a six-step model that can be applied to classroom instruction (see also Arievitch & van der Veer, 2004, 1995; Haenen, 1996, 2001). The model is comprised of the following steps:

1. Motivation: The teacher introduces the action (e.g., meeting and greeting in a restaurant) that is going to be learned and its goals. The teacher stimulates the curiosity of students (e.g., by showing a video of people meeting and greeting in a foreign language at a café and then showing the students that they can also perform this action in the classroom with their peers).

2. Orientation: The students are presented with as much information as possible and with procedures for the execution of the action to be taught (e.g., meeting and greeting in a restaurant). In this step, a materialized tool, called by Gal'perin the Schema of a Complete Orienting Basis of Action (SCOBA), which is a goal-oriented graphic organizer, is presented to the students orally and then graphically (see Appendix A). The presentation includes:

   -the outcome of the action: people that meet and greet each other in different contexts, formally or informally,

   -object of the action: acknowledgement that someone else has arrived and that this provokes a necessary social response,

   -means of the action: the language necessary to interpersonally interact in the encounter,

   -the steps or condition of the action: how the action evolves as a genre (see Halliday & Matthiessen, 2014).

This stage has an important role in Gal'perin's model (also argued by Haenen, 1996; Lantolf & Poehner, 2014) because, as Gal'perin (1989 c) explains, each person may perform the action differently, and, thus, the ability to perform it in different contextual situations (classroom vs. study abroad) will vary. The quality of the orientation will, therefore, affect the quality of the performance.

3. Materialization: After having received an explanation of the concept being studied through the presentation of the SCOBA, the students are provided with material objects or a representation of them (e.g., the teacher can arrange the class to look like a restaurant, putting cups and plates on desks, and ask the students to enact a role play with these objects that recall a restaurant or a café). These objects can be pictures, journals, clothes, blocks, anything that the teacher deems useful to help the students see the concept in a material form.

4. Socialized Speech: Students are freed from the material representation of the task. All the material objects presented in the preceding steps, the SCOBA, the pictures, the journal, the blocks, or any kind of material representation given to the students are removed. In this phase, students are encouraged to interact with each other and with the teacher during the execution of the task. This is said to help the process of generalization of the action. At this time, speech spoken aloud is a social action that requires students to express their orientation to the task to others in the classroom. In this way, according to the theory, social speech develops consciousness as students hear and react to others' comments.

5. Personalized Speech: Students are encouraged now to speak to themselves. This step is not only a moment of personal and self-reflection, but, as the quote below explains, it is a moment of psychological transformation:

> …the first form of "action in the mind" is ordinary speech but without volume, i.e., external speech to oneself. The attitude toward such speech to oneself is the same as it was in the previous stage, i.e., the evaluation of its accuracy and full intelligibility from an outsider's point of view. This is once again the removed, objective social consciousness of an action produced in the form of reasoning "within" consciousness. This, and seemingly only this, constitutes the process of internalization, which consequently implies that the intellectual plane is not an empty vessel where anything can be put, but that the internalization process is also the process of forming the inner plane. (Gal'perin, 1969, p.30)

Gal'perin builds on Vygotsky's (1962, 1987) idea of internalization. It is noteworthy that Gal'perin states that students have to talk to themselves in a way that evaluates not only their own accuracy but also that of their classmates and teacher. These points of view are negotiated while the overt conversation takes place and then are internalized by the individual.

6. Mental action: At this level, students are capable of reproducing the action quickly and correctly because awareness and control of the operations necessary to perform the actions have become automatized. The action becomes thought and is retained in the mind to be used on other occasions. Mental actions, therefore, become orienting actions.

One of the most innovative and pedagogically relevant aspects of Gal'perin's model (Haenen, 1996; Lantolf & Poehner 2014; Lantolf & Thorne, 2012) is the materialization of concepts through the SCOBA. Further discussion of this tool is presented in the next section.

2.4.1 The SCOBA

To orient students, Gal'perin proposes the creation of a Schema of a Complete Orienting Basis of Action (SCOBA) through which students can orient themselves to a set of requirements

necessary to perform an action, such as ordering a meal in a restaurant in a FL. Individuals develop their own orienting basis of actions (OBA), giving them the necessary procedural orientation to perform everyday actions and to learn new ones. The SCOBA is an instructional tool that guides students through the process of the formation of a new mental action that would be difficult to learn without explicit instruction or would take an inordinately long time to master through experience alone.

The printed SCOBA is meant to be explained by the teacher orally. Students do not need to memorize the SCOBA because its purpose is to provide orientation to the concept to be learned and a pattern in graphic form to orient the students' conceptual understanding, as explained below.

2.4.1.1 The components of the SCOBA

According to Haenen (1996, p. 135), the SCOBA is composed of:

1. The intended output or result of an action
2. A model of the steps of an action as executed by an expert
3. The means of the action
4. The objects of the action
5. A general plan of action and the sequence of its operations
6. The chart representing the previous five components in such a way that it serves as a "tool of action."

The SCOBA is a comprehensive image that gives a materialized explanation of the elements and the pattern of operations necessary for the performance of the action that students are to perform, learn, and internalize. SCOBA charts can have different structures and layouts of

presentation, such as charts, graphics, diagrams, pictures, etc. (Lantolf & Poehner, 2014). The important feature is that the SCOBA has to give holistic guidance to the action that reflects the application of the conceptual knowledge.

The SCOBA is a tool that presents an orientation and gives the students the materialized guidance necessary to move into action with some awareness and control. In the final stage of the stepwise model, students should be able to repeat the action without the graphic SCOBA. In this way, through repeated use of the SCOBA, students learn how to orient themselves and, in the process, become self-regulated.

The uniqueness of the SCOBA lies in the fact that its guiding elements are comprehensive of a whole action or a series of actions and the concept related to it. For example, for the action of greeting, it is necessary to know the situation in which the encounter happens (i.e., is it happening in a restaurant, in a university, or at a party?), the people that are interacting and the power dynamics between them (i.e., are they peers? Is it a professor and a student or a waiter and a client?), and the means of communication through which the action of greeting happens (i.e., is this greeting in person, by phone, or by email?). In SFL terms, these three components of the Register of greetings are Field (what?), Tenor (who?) and Mode (how?).

Other mediational tools used in the classroom (i.e., work sheets, schemas, visuals, charts, graphics, etc.) usually contain part of a task, presenting a partial view of the performance of an action. The SCOBA goes beyond traditional approaches to FL learning in which complex concepts are segmented into partial explanation (Polizzi, 2013) or rules of thumb (Lantolf & Poehner, 2014) In other words, traditional approaches provide some practical guidelines but not a coherent system of conceptual understanding of an action (i.e., in the case above, linguistic and cultural actions related to greeting). The SCOBA gives as much information as possible on how

to perform an action and a chart with the sequence of operations necessary to complete the action successfully (Arievitch & Haenen, 2005).

2.5 RELEVANCE OF GAL'PERIN'S MODEL TO INSTRUCTION

In Gal'perin's pedagogy, the stepwise model is a concrete, helpful tool in the classroom. As mentioned above, Gal'perin himself applied his pedagogical model experimentally in many fields (see Talizina, 1981) with positive results. Gal'perin's model has also attracted many followers who have adapted it to many educational programs for different disciplines, e.g., handwriting, arithmetic, Russian grammar, geometrical concepts, polytechnic education, grammar, chess, physics, law geometry, and foreign languages for college students (Haenen, 1996).

2.5.1. Names used to refer to Gal'perin model in the literature

An important terminological note regards the different names that have been given to Gal'perin's model by some scholars. During the last 30 years, scholars have focused on different aspects of Gal'perin's model, giving rise to different terms to refer to the model itself.

One of the first terms used to refer to this model is "theoretical learning" (Karpov & Haywood, 1998), i.e., the learning of psychological tools (including scientific concepts) that involve not only the acquisition of verbal knowledge but also the process accompanying learning.

The term “systemic theoretical instruction” (STI) is used to refer to the change of the learners’ cognitive functioning through the acquisition of qualitatively-conceived cultural tools that lead to development (Arievitch & Stetsenko, 2000). Teachers must ensure that the quality of the mediational tools they use is appropriate as the bases for learners’ future problem solving.

Concept based instruction (CBI) sees concepts as semiotic tools that are explicitly taught and learned, making students aware of their own learning process and of the new possibilities those tools give to them for further meaning-making (Negueruela, 2003). Lantolf and Poehner (2014) use the terms systemic theoretical instruction and Concept Based Instruction interchangeably in the FL field to refer to the models of developmental education that have a common origin in Vygotsky’s theories and Gal’perin’s instantiations of systemic theoretical learning. Having clarified that CBI has common origins in Gal’perin’s pedagogical model, I will now pay particular attention to the studies that have specifically focused on FL/L2 instruction.

2.6 THE ADAPTATION OF GALPERIN’S MODEL TO FL/L2 INSTRUCTION

As Walter and van Compernolle (2015) highlight, one of the most important aspects of the application of CBI to the teaching of a FL is that the FL meanings are presented to students through systematic concepts. These concepts orient students towards personal meaning-making processes. In this sense, the seminal work of Eduardo Negueruela (2003) has been the basis of most of the studies using CBI in the L2/FL field.

2.6.1 Concept-Based Instruction in Applied Linguistics Research

Negueruela's (2003) dissertation is the starting point for many other studies of concept-based instruction in the FL field (e.g., Lantolf & Negueruela, 2008; Lantolf & Thorn, 2012; Lantolf & Poehner, 2014). The reason for considering Negueruela's seminal text is due to its detailed examination of Vygotsky's and Gal'perin's ideas and Negueruela's innovative research methodology, which has been, in part, replicated in many other studies. Before Negueruela (2003), there were few studies of the application of Gal'perin to FL, most of them completed in Russia and the Netherlands. To my knowledge, only two of these studies are translated into English: Carpay (1974) and Kabanova (1985).

The objective of Negueruela's study was not just to help students create well-formed sentences (mastery of the language) but to encourage students to create new meanings. According to Negueruela, agency can be enacted in the activity of generating meaning. Agency also implies the possibility of transgressing formulaic meanings and the possibility of creating new meanings. The whole idea of development and self-regulation includes the fact that students develop their own agency, their own capacity to go beyond culturally-accepted meanings to create their own. Negueruela's discourse aligns with the results of my own explorative study (Fernandez & Donato, forthcoming). Using Gal'perin's stepwise model, Donato and I examined how beginner learners of IFL used the SCOBA. One of the findings of this explorative study was that students transformed the SCOBA (which was theoretically similar to the didactic models used by Negueruela) according to their personal way of expressing the concept studied. Negueruela's study proposes looking at L2 development using Vygotsky's (1978) genetic method as a starting point for his research.

Negueruela's (2003) dissertation articulated the theoretical basis for a sociocultural approach to L2 development through three main pedagogical instruments: explicit instruction, use of materialization and models, and use of verbalization. Furthermore, he argued that L2 development is a concept-based process; the minimal units of analysis for L2 development (both at the learning and at the teaching level) are concepts. The research study analyzed the language development process of twelve participants in an advanced, Spanish grammar, college composition course. The focus of the research was three grammatical concepts (verbal mood, verbal aspect, and verbal tense) that are presented not as isolated grammatical components but as part of the semantic intent of the speaker. The main data source for the STI instruction was the verbalization data. The author considered three verbalization sources: definitions, discourse, and home verbalization. Negueruela (2003) specifies that, in his study, concepts are not the object of study per se but are tools that help students perform tasks. Thus, in the author's methodological framework, verbalization is a tool for the internalization of concepts.

The first conclusion of Negueruela's (2003) study is that when teaching and learning through CBI, students are more aware of the semantic value of the words they chose. This conclusion leads to the affirmation that language development is not about the manifestation of morphological aspects of the grammar but about awareness of personal agency in using the language. Through CBI instruction, students developed an understanding of sophisticated grammatical concepts. Students improved their grammatical orientation (observable through their conceptualizations) and their spoken and written performance. Nevertheless, it is not grammatical instruction alone that causes L2 development. The series of CBI conditions—conceptual unit of instruction, materialization of the concept, and verbalization of the concept used as the tool for understanding—guided the L2 development process. They also helped

students understand the use of language features and increased their awareness of their agency in making their linguistic choices. Negueruela underlines the fact that each student conceptualized in a different way, using new notions combined with what they already knew about the concept. In fact, the author, not surprisingly, found that not all the students achieved the same sophistication in their conceptualizations of the grammatical notions. In SCT terms, they were in different levels of ZPDs, and this is reflected in the results of the conceptualization activities.

Negueruela's dissertation presents important findings for L2 development research from a language development perspective as well as from a methodological perspective. Nevertheless, discourse data did not allow the author to connect linguistic forms directly with grammatical concepts. Negueruela's students improved in their semantic use of the concepts taught; however, theoretical explanations of the concepts were still in part mediated by old grammatical rules learned before CBI. Negueruela's results have important implications on the design of this study. First, I concentrated my data collection on the use of the SCOBA and on evidence of the students' use of the concepts while performing linguistically during class in Italian and in the study abroad. Second, I did not collect data on theoretical explanations because I was not looking at students' verbalizations but at students' performances guided by conceptual knowledge of typified situations. Third, while Negueruela's learners were advanced learners (thus, they already had learned grammatical rules of Spanish) my students are true beginners of Italian; thus, their first approach to Italian happened through CBI.

2.6.1 New Research Directions

In the following paragraphs, I present most of the research studies done on FL/L2 development using CBI according to Gal'perin's model. I reviewed only the studies that focused

on oral language development. Hence, I will not include studies regarding writing development (Ferreira, 2005; Johnson, 2008; Wall, 2015), the relationship of language development and literature (Yanez Prieto, 2008), or teacher formation (Thorne, Reinhardt, & Golombek, 2008; Williams, Abrahams & Negueruela Azarola, 2013)

As stated before, many of these studies have used Negueruela (2003) to discuss the application of CBI. This area of research is still in its infancy. Thus, most of the studies are dissertations. In my review, I underline the use of CBI that the authors have done and some areas that are likely to be fruitful for future research.

2.6.1.1 Verbalization as Languaging

The study of the use of CBI for teaching and learning the concept of voice in French at the University level (Brooks, Swain, Lapkin, & Knouzi, I., 2008; Lapkin, Swain, Knouzi, 2008; Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009) sought to understand the quality and quantity of languaging—verbalizations that reflect the depth of students' concept understanding. Swain (2006) explains that "languaging" refers to the cognitive activity of using language and adds that this use of languaging is aimed at meaning making. This definition sheds light onto two important aspects of language production that are often not considered. One is the dynamic aspect of the activity of languaging and the cognitive process it implies. The other is the meaning-making potential of this activity: the moment people are involved in languaging, they are also, simultaneously, involved in meaning making.

Swain, et al. (2009) discovered that verbalizations have a positive effect on concept learning and observed that the quantity of languaging had a positive relation to concept identification: "Languaging about language is one of the ways that L2 learning occurs" (Swain et

al., 2009, p. 21). Thus, languaging – verbalization enhances the quality of conceptual learning. The authors drew implications for two fields: testing and pedagogy. The implications for pedagogy are particularly important for this research. The authors advocated for the students' engagement in languaging as a tool for concept mediation, supporting the use of conceptual knowledge in practice.

The authors concluded that languaging should be introduced in the classroom context within a curriculum that presents conceptual knowledge of the L2/ FL taught supported by mediational tools such as diagrams or explanatory texts. In the case of Swain et al. (2009), diagrams and explanatory texts (which refers implicitly to SCOBAs) are not explained or studied.

2.6.1.2 Verbalization in the Spanish Verbal System

Based on Lapkin, et al. (2008) and Knouzi, et al. (2010), Ganem-Gutierrez & Harun (2011) studied the role of verbalization and the application of CBI when 6 ESL post-graduate students learned the concept of verbal tense-aspect. This pilot study demonstrated how the participants showed a change in their understanding of the concept of tense and aspect from pretest to posttest. As the authors point out, these results are the fruit of an immediate posttest; this study shows no evidence of the permanence of conceptual knowledge from CBI formation. The authors also acknowledge the slides and diagrams used to materialize the concept proved to be adequate to their pedagogical aims in supporting further understanding of the concept taught (Ganem-Gutierrez & Harun, 2011). After this brief reference to diagrams or materializations of the concept, the authors proceed to analyze the main focus of the investigation: verbalizations as mediational tools. In the analysis of the verbalizations, Ganem-Gutierrez and Harun (2011) underline again the importance of using diagrams as tools for concept teaching and learning. The

authors consider the diagrams to be not only helpful as interpersonal discourse markers (to signal, in the discussion between peers, where in the discourse they are focusing) but also as tools for self-regulation. This is because they helped to put together the information and connect the different steps of the CBI (materializations and verbalizations). This important finding was collateral in respect to the research questions of the study that regarded verbalization. It is also important to underline that this study evaluated conceptual knowledge, not the appropriate use of the language. The conclusions of the study maintained that all the students gained from the CBI instruction, particularly from the verbalizations, but this improvement was different from student to student.

Garcia-Frazier's (2013) dissertation follows Negueruela's (2003) study of the verbalization of concepts regarding verb system, exploring the concept of modality in heritage language learners of Spanish. Garcia-Frazier used Negueruela's (2003) SCOBA for mood in Spanish. The analysis of the data confirmed the author's hypothesis that language development is conceptual. Moreover, the author acknowledged that the SCOBA used in her research gave students orientation, the materialized bases for applying theoretical knowledge in concrete situations. Students were facilitated by the SCOBA to apply systematic knowledge during the tasks without the need of memorization. After the analysis of the verbalizations, Garcia-Frazier (2013) concludes that due to their specific characteristics, Heritage language learners could develop awareness and control of theoretically-based grammatical concepts to mediate their L2 learning.

CBI complements Dynamic Assessment (DA) in Garcia's (2012) case study. The study aimed at understanding the role of verbalizations as tools to explore the zone of potential

development ZOPD[1] in the internalization of the concept of verbal aspect in Spanish of an adult college student. Garcia's study (2012) used data mainly proceeding from classroom activity. The author implemented a SCOBA in the classroom setting; Garcia explains that most of the students found it confusing. To help students understand the schema, Garcia (2012) implemented a task. This type of integration of the SCOBA continued in the next lesson where he asked the students to use the SCOBA to complete the task assigned and recorded the verbalization of the interaction. The author reports that although the students were allowed to use the SCOBA in their verbalizations of verbal aspect choices, they mostly used rules of thumb to explain their choices. At the end of the task, the students, and in particular his focus student, were able to use the SCOBA as a tool for conceptual mediation. Garcia's findings (2013) demonstrated that the focus student, even after CBI, was not able to appropriately use the verb aspect, neither from a lexical point of view nor from a referential point of view. Nevertheless, the student demonstrated a more semantically motivated definition of the concept in the posttest compared to the pretest. Regarding the verbalization data, Garcia demonstrated how verbalization obtained through DA helped the student to better understand the concept of aspect in Spanish. In fact, the conclusion of the study, recalling Slobin's (1987, 1996) "thinking for speaking," proposes verbalization as the mediational tool between thinking and speaking.

Another study that links CBI with DA is Polizzi's, (2013). Like Garcia (2012), the author researched the zone of potential development of the student, looking in particular for the quality of the concept developed by the student during the year-long time of the study. Polizzi used Negueruela's (2003) SCOBA for aspect in Spanish (how to choose between preterit and

[1] The concept of ZPOD was introduced by Negueruela (2003). As Garcia (2012) explains the concept of ZPD introduced by Vygotsky had a precise theoretical framework and was mostly applied to children development. The use of ZPOD as theoretical construct gives the researcher the possibility to study the proximalities of L2 conceptual development.

imperfect) and also Poehner's DA protocol. Polizzi sees CBI as a "tool for orientation" (Polizzi, 2013, p. 150), implying, thereby, a central role to the use of the SCOBA. The author found that the development of the concept and use of Spanish aspect in the student was mediated by a meaning-making process that combined her present learning through CBI and DA, her past experiences learning languages, and her future goals in terms of language learning. This meaning-making process is instantiated through her discursive practices both with her colleagues as well as with the teacher-researcher. In fact, one of the main objectives of the study was to present language development as a complex activity of meaning making. The student found particularly difficult the conceptual definition of Spanish aspect. This is a very important finding that was already present in Negueruela's study (2003) and Garcia's (2012) study.

A main factor that contributed to the improvement in the verbalization process was the use of the SCOBA that helped the student with her sense-making activity. The student revealed to the researcher that for most of the time she relied on "rules of thumb" to get the right answer to a task. When she realized that the conceptual understanding was more useful in getting the right answer to a task, her verbalization and her performances improved.

2.6.1.3 CBI teaching conceptual metaphors: Chinese verbal system

CBI has also been used to teach Chinese as a FL to English-speaking learners. Wei Lai (2012) presented a dissertation establishing as a minimal unit of instruction the Chinese temporal system. Lai based his concept on cognitive linguistics' conceptual metaphors, establishing a unified conceptual image of the temporal point of view of Chinese speakers.

Lai (2012) reports that the experimental group, beginner learners who received CBI, outperformed both control groups, beginner learners who received traditional teaching and

intermediate learners who received traditional teaching. The author underlines that from a socio-cultural perspective, the beginners' group had the advantage of acquiring a solid systematic basis of the Chinese temporal system. From this, Lai concluded that the comparison that Vygotsky makes between scientific concepts and everyday concepts can be used to understand why beginner and intermediate learners, who were exposed to the Chinese temporal system for more time, would perform the same: everyday concepts are formed by trial and error; however, the intermediate students had been exposed to the temporal system through traditional teaching and drilling exercises, in which memorization of rules of thumb is characteristic. The beginners' group was exposed to the Chinese temporal system through systematic conceptual definition and conceptually focalized instruction. Results of a written production test demonstrated how, after the use of the SCOBA, students of the experimental group were able to construct complete sentences that they had not been able to construct before of the use of the SCOBA.

Results from a questionnaire made clear that students were able to define the main elements of the Chinese temporal system conceptually (although they still needed some refinement in the practice). Results also showed that most of the students referred to the mediational aspect of the SCOBA as helpful to understanding the concepts learned. Lai concluded that although the study did not show evidence of internalization, the learners' performance proved the positive effects of the CBI approach. In doing so, the author also demonstrated that complex grammatical structures should not only be taught at an advanced level but could be systematically presented at earlier stages of language learning. This conclusion was further explored in different articles (Lantolf & Zhang, 2015; Pieneman, 2015; Zhang & Lantolf, 2015) that expose a complex polemic that goes beyond the scope of the present dissertation.

2.6.1.4 Comparing CBI with Traditional Teaching Practices: Agreement in Spanish

A longitudinal comparison between two instructional methodologies was carried out by Escadón & Saenz (2011): a top-down traditional methodology, using pattern repetition and, a bottom-up approach of concept formation based on Vygotsky and Gal'perin using schemas and verbalization. The study involved Japanese university students of Spanish. An innovative aspect of this study was that the students of the experimental group, who received instruction based on Vygotsky's theory and Gal'perin's model, were not given a SCOBA but were given an oral orientation of the concept of agreement in Spanish and asked to form a non-redundant explanatory schema of the concept. Students were encouraged to talk to other students (verbalization) while designing the schema. Use of the L1 was acceptable. The control group was given traditional rules of agreement within a Spanish sentence, as found in the most commonly used Japanese text books for Spanish, and then drilled with structural exercises.

The results of the analysis revealed that the posttest results of the experiment group were significantly higher than the control group. For the delayed posttest the students of the experiment group still scored higher than the control group but not in a statistically significant way (Escadón & Saenz, 2011). Although the difference in performance was less in the delayed posttest, students of the experiment group scored not only higher individually but also in a more consistent way than students in the control group. The authors concluded that bottom-up methodology was more effective than top-bottom, which required more time in trial-and-error learning to reach conceptual understanding.

2.6.1.5 CBI for Teaching Pragmatics.

CBI has also been researched as a means to promote L2 pragmatic capabilities. Van Compernolle's (2012) dissertational study tried to design a pedagogy that looks at pragmatic aspects as conceptual meanings, where meanings map forms and not the contrary.

The research questions that moved van Compernolle's study regarded the ways in which CBI affects the learner's development of a conceptual understanding of socio-pragmatic variation and performance and the relationship between conceptual understanding and the use of sociopragmatic variations. The study focused on three specific sociolinguistic features of French: the choice between the second person pronouns *tu* and *vous*, the choice between the pronouns *nous* and *on* used for the first-person plural, and the choice between using or not using the proclitic negative morpheme *ne* for verbal negation. The study covered six weeks of one-on-one meetings between the researcher and the students. The participants were 8 French intermediate-level college students.

In his instruction, van Compernolle included different diagrams (SCOBAs) to explain the concepts chosen. As noticed in different studies (Negueruela, 2003; Lai, 2014; Herazo, 2015) each of van Compernolle's (2012) participants interpreted the diagrams (SCOBAs) in different ways. The author underlines that this is part of the internalization process because the participants are making the socially constructed artifacts (i.e. SCOBAs or diagrams) their own. Van Compernolle (2011) confirms these findings also in his microgenetic one-hour tutorial case study of an intermediate French student learning through CBI.

In his conclusions, van Compernolle (2012) reports that students started to use the concepts taught in their pragmatic L2 choices, demonstrating control over the linguistic features. Control, for the author, is demonstrated by the meaningful use of the features taught.

Furthermore, in a quantitative comparison van Compernolle (2012) acknowledges that his participants' rates of use of the adequate features were similar or higher than in immersion or study abroad circumstances.

Using similar concepts, Henery (2014) completed a study where she investigated the support of expert mediation by a teacher-researcher in the development of French pragmatic practices while students went to France for a study abroad period. Henery adapted van Compernolle's (2011) CBI to discuss and mediate students' journal annotations regarding their pragmatic practices with native speakers recorded while they were abroad. Interestingly in her research design, she included a group that did not follow CBI mediation. The comparison between the two groups data lead Henery to conclude that CBI mediation assisted students in interpreting everyday French and also helped them plan their own language structures while abroad.

Kim's (2013) dissertation study is another case of the use of the pragmatic concepts of the language taught through CBI. Kim (2013) examines the conceptual development of the concept of sarcasm in learners of American English. Kim reports that sarcasm is a concept that has never before been taught explicitly to ESL learners. While learners interviewed by Kim acknowledged difficulty and frustration in understanding native speakers' use of sarcasm, they expressed the desire to bridge this gap in order to feel more secure in their language use.

Pedagogical materials such as charts and images that are conceived as SCOBAS were created to introduce the concept to the students. Learners were encouraged to verbalize the way in which they understood the cultural linguistic patterns and the interlocutors' clues as well as to make analogies between the conceptual components in their L1 and in their L2. Kim (2013) concludes that CBI can be designed to promote learners' internalization of the concept of

American English sarcasm. Moreover, CBI can assist students in the use of their conceptual knowledge of sarcasm helping them to detect, understand and interpret sarcasm when deployed by native speakers of American English. A further result of the study was the development of a sense of empowerment in the students because they were able to recognize and meaningfully use nuances of the language that they had not been able to use in their past experiences as English speakers.

2.6.1.6 CBI and Genre-based approach to language development.

A different linguistic perspective regards the use of SFL genre-based approach to language development (Martin & Rose, 2007, 2008) taught through CBI. Herazo (2014) conducted a study that sought to understand the mediational role of functional second-language concepts (FL2C) in the development of oral communication in elementary-school students of English as a foreign language in Colombia. He explored two particular genres through a multiple-case-study design: shopping exchanges and recipe procedures. In this study, texts (and not grammatical concepts) were put at the center of the teaching and learning activity redefining L2 development as "concept-mediated textual activity." Herazo (2014) further refined his definition:

> By a conception of L2 development as concept-mediated textual activity I mean that 1) L2 development occurs within and results in culturally-situated language-use activity, 2) such activity is primarily realized in texts, which in turn are made of choices from the various dimensions of language that are meaningful and purposeful, and 3) those choices can be consciously controlled by learners, using concepts of how the L2 functions. (p. 43)

Whereas the researchers reviewed until now based their teaching concepts in lexicogrammatical or pragmatic notions (even if they are intended to be from a functional point of view), Herazo proposed a multi-dimensional view of the L2 in which culture and language use have a main role in the

realization of texts, which are the consequence of the users' choices. These choices are conceptual in nature because the choice between one or another word or one or another action depends upon the student's conceptual understanding of the genre. Thus, L2 development happens when students instantiate their choices in a purposeful and controlled way, and they produce language in a meaningful way. The author advocated for the use of CBI in which the linguistic concepts taught develop all the language dimensions (Genre, Register, lexicogrammar, discourse semantic, and expression).

Herazo underlined that language development as concept-mediated textual activity foresees an L2 language classroom in which the L2 use is purposeful and contextualized. The concepts taught in such classrooms are centered on how language works in its different dimensions: Genre, Register, lexicogrammar, discourse semantic, and expression.

The classroom project duration was sixteen weeks. It developed two teaching units dedicated to two different genres that presented predictable structures. Moreover, these two genres, which belong to a social activity (buying groceries and using them to cook), have features in common (i.e. vocabulary: food, quantities) that further contribute to the students' re-use of already-acquired knowledge.

Herazo (2014) reported evidence of a change in the way the three focus students explained their choices from the use of a more everyday language to a more conceptual language. Moreover, all the students used scientific concepts in the different language strata (Genre, Register, structure, lexicogrammar, discourse) to explain their language actions. The evidence of conceptual change was seen from the use that the students made of the specialized words to justify their linguistic choices to their classmates and from the use of nominalizations. In SFL, engaging in the process of grammatical metaphor, using a form that prototypically encodes one meaning to encode a different one, e.g., using verbs to function as nouns, also called

nominalization is an indicator that the students have developed mastery of the language for academic purposes and specific text types (Halliday & Matthiessen, 2014).

Although there was evidence of change in all the students, this change was different in each of the focus students. During the time of the study, the talk-in-interaction of the students developed from many references to the SCOBA to less, indicating how the concepts developed from materialized form to mental actions. Indeed, once academic concepts appeared in students' talk-in-interaction, they continued to use them even when a new genre was introduced. Nevertheless, the change did not happen simultaneously in all three focus students, and one of the students did not manifest the change from spontaneous to scientific concepts in all the dimensions of the language analyzed (i.e. no mention of discursive or lexicogrammatical terminology). In fact, the author concluded that scientific concept development is not a monolithic structure but a "network of interrelated word meanings that do not necessarily develop simultaneously or completely in all cases" (Herazo, 2014, p. 147). The same conclusion was reached with regards to the resources used by the participants to create meaning; the quantity and the quality of the L2 resources used to create meaning in the genres taught (i.e., use of modality, use of polarity) were different from student to student.

Referring to the SCOBAs, Herazo's findings revealed that SCOBAs were useful for various metacognitive functions; namely, conceptualizing L2 use, making sense of L2 texts, and planning oral interactions. The author concluded that the SCOBAs helped the three focus learners to gain awareness of the L2's multidimensional resources for realizing shopping exchanges and recipes and how those resources can be used for planning and later performing linguistic interactions. Herazo concluded that more qualitative studies that reveal how SCOBAs are used in classroom instruction are needed.

2.7 CONCLUSION

To sum up, in the past two decades, there has been a growing interest in the application of Gal'perin's model (1962, 1992) of Concept-Based Instruction (CBI) in foreign/second language (FL/L2) education. The model is inspired by Vygotsky's (1978) work and grounded in Cultural Historical Activity Theory (Haenen, 1996). It organizes instruction around coherent theoretical conceptual units, uses didactic models (charts, graphs) to help learners represent the target concepts, and fosters understanding of the concepts through learner verbalization (Swain et al., 2009). Gal'perin's work is seen as key to understanding the relationships between cognitive developments and learning in the school context (Arievitch & Stetsenko, 2000).

CBI studies demonstrated that students develop conceptual understanding of the linguistic (Negueruela, 2003; Garcia, 2012; Swain et al. 2009) and pragmatic (Henery, 2014; Kim, 2012; van Compernole, 2012) concepts helping students' mastery of language features and FL/L2 performance (Escadon & Saenz, 2011). Yet, research efforts have mostly focused on exploring the role of verbalization in L2/FL concept development of verbal mode, aspect, and tense. However, there is a dearth of research on other aspects of STI, such as the pedagogical tools used in the model. Scholars (Herazo, 2014; Garcia-Frazier, 2013; Polizzi, 2013) have acknowledged this gap and asked for more research regarding the SCOBAs. Taking as a starting point this gap, I realized this study to systematically investigate IFL learners' uses of the SCOBA.

3.0 METHODOLOGY

The present chapter describes the context of the study, the participants, the articulation of the instruction, the tools utilized for the instruction, and the research methodology used to answer the research questions. Particularly, I present the different data sources and how they were collected and conclude with the methods used to analyze the data.

3.1 PREMISE TO THE STUDY

In the pilot study that I conducted in 2014, in a pre-instruction questionnaire, I asked the participants what they would like to be able to do in Italian, and they unanimously answered "order a meal in a restaurant." Ordering a meal in a restaurant is particularly important in the Italian culture because meals are extremely ritualized and are important social moments. This choice afforded me the opportunity to teach the concept of a typified situation—i.e., participating in restaurant scenarios and the instances of language required to interact with native speakers in that situation. It also gave me the opportunity to investigate students' use of the pedagogical tool under study. In the current investigation, in addition to studying students' use and perception of the effectiveness of the tool during classroom instruction, I explored if and how students were able to design a conceptually appropriate SCOBA. Furthermore, I travelled with the participants to Italy and explored their use of the concept of typified situation illustrated in their SCOBAs

(i.e. use of the language illustrated in the SCOBA, appropriateness of the use of the generic elements and of the Register in different types of service encounters) in their interaction with native speakers. This aspect makes the current study unique in the field of CBI.

Moreover, this study aimed to examine the above pedagogical and linguistic aspects through the lenses of the social and cultural processes in which those aspects happened, i.e. the classroom interactions and the interactions of the participants with native speakers in the study abroad. This is what is called the genetic method by Vygotsky and his followers (Werstch & Tulviste, 1992). Thus, in this study, analytical priority was given to the development of the social processes that showed the use of a pedagogic tool, the SCOBA, in fostering language learning. In particular, this study investigated how the classroom processes changed through the uses that the students made of the tool and in their performances in Italian language.

This study added to research on IFL education practices using a multiple-case-study design (Yin, 2014; Duff, 2008). The rationale for using qualitative research methods is that they provide the possibility of studying the linguistic and cultural development of the participants genetically (Vygotsky, 1962). The genetic method allowed the researcher to dynamically see the relationships between the teaching and learning processes and the students' development (Lantolf & Thorne, 2012) through the students' interactions in the classroom and in the study abroad context and, in this way, situate the study under the framework of Sociocultural theory.

3.2 RESEARCH QUESTIONS

The theoretical concepts outlined above and the pilot study are used as a framework for this dissertation that seeks to investigate:

1. How do adult beginners of Italian as a foreign language (IFL) use a Schema of Complete Orienting Basis of Action (SCOBA) for the concept of the typified situation of a service encounter in an Italian restaurant during classroom instruction?
2. How do adult beginners of IFL evaluate the effectiveness of the SCOBA as a learning tool?
3. How do adult beginners of IFL use the concept of the typified situation of obtaining goods and services in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during classroom instruction?
4. How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during study abroad in Italy?
   4.1 How does their use of the SCOBA in the classroom context compare to the study abroad context?
5. Can adult beginners of IFL develop a SCOBA for a new social context and if so, how does the SCOBA design demonstrate conceptual understanding of the typified situation as part of a Genre or Register?

3.3 POSITIONALITY STATEMENT

As the researcher and teacher in this study, I needed to maintain an informed reflexive process to contextualize my own subjectivity during the data collection and interpretation process. My self-reflection promoted a balance between personal motivations for conducting research and the accountability owed to the participants of the study. This study is not value-

free; so my challenge was not to eliminate but to document the effects of my positionality in the research process (Hatch, 2002). My position was, as Duff (2008) explains, as a participant because my presence during the whole research was constant.

During the research design, I was faced with the choice of being the instructor of the course or training a teacher to be the instructor of the course. The first choice was adopted due to the inherent complexity of forming a teacher to apply a new classroom approach. The concepts implemented in this research, both from CBI and SFL, are very complex and required a conceptual understanding that could not be developed through a few sessions but through accurate professional development. This time constraint gave me the opportunity to reflect on how this positionality allowed me to unite practice and research, making my research richer through my own experience in the classroom. At the same time, I had to be careful not to make conjectures about the sense participants made of their experiences and calculate that my presence somehow could alter the way in which participants behaved (Duff, 2008). To guarantee the representations of the participants' voices, I asked my students for member checking on the transcriptions of the data. I showed the participants a portion of the transcriptions of the classroom interactions and restaurant interactions and asked them to review my interpretations of them to determine if I had captured their orientation to the task. Then I asked questions about their stance in those situations. Interview data was checked by the participants during interviews through follow-up questions to ensure my understanding of their responses. Member checking of journal data occurred in person after the trip.

Throughout the data collection in the classroom, there was another experienced Italian teacher who acted as an observer. This observer helped me collect field notes through an observation protocol (Appendix K), was the second rater of a portion of the data during the

coding process, and collected field notes during the data collection in Italy. In this study, the observer further refined my own field notes with her insights as "unofficial participant" (Duff, 2008, p. 138) of the evolution of the instruction. Additionally, to guarantee the rigor of the investigation, I closely followed the study's research design based upon multiple data sources that allowed me to analyze the data and answer the research questions of this study reflecting both my voice and also the participants' own voices (Hatch, 2002).

3.4 PARTICIPANTS

3.4.1 Context of the Study

The University in which the research took place organizes yearly study abroad trips to Italy for undergraduate and master's level students who are specializing in early childhood education. This trip does not require the students to have any linguistic or cultural preparation. I offered an informal course to the trip participants to give them some linguistic and cultural support before the trip. This was a case of purposive sampling (Patton, 2015) because participants were chosen among the students who attended the course and then participated in the study abroad trip. The characteristics of the population are very unique. On the one hand, the students were very motivated to learn the language; on the other hand, they were adult, full-time, undergraduate and Master's level students who needed to maximize their classroom study because of lack of time to engage in out-of-class work. Furthermore, the imminent trip to Italy made it particularly appealing to use a teaching model that emphasizes the acceleration of learning and fluency. For these reasons, the choice of Gal'perin's stepwise model was

appropriate for the participants because it focuses on concrete support for the internalization of concepts within the classroom.

3.4.2 Participant selection

Voluntary participants were recruited from a group traveling to Italy in the spring 2016 as part of their study abroad course for the Masters in Early Childhood Education program. Data was collected according to the IRB criteria of the hosting institution. The participants signed informed consent forms prior to data collection. Two relevant cases were selected from the group following case study research methodology (Yin, 2014). This selection took place with the contribution of the external observer and through the analysis of the field notes and transcripts of the lessons and study abroad journals. These data sources helped us to identify cases that represent different ways of using the SCOBA. For example, one of the students selected, Marie (pseudonym) made many annotations on her SCOBA while the other student case selected, Yuan (pseudonym) made very few annotations on her SCOBA. Marie also declared in her journals that she was able to produce entire sentences during her study abroad while Yuan declared that she was able to produce only words or expressions. Another criterion to select focal participants was the participants' first language (L1). Marie was a native English speaker while Yuan was a native Mandarin speaker. Both students shared some common traits as well as differentiating traits that made them suitable to illustrate the results of this study.

3.4.3 Students Case studies

Two case students were selected, Marie and Yuan, to illustrate findings pertaining to the various RQs. These students were representative of the level of oral performance demonstrated during classroom instruction. Data from classroom interactions, observer and teacher field notes, and students' self-assessment of their performance in the study abroad journals were used to determine the performance levels. The following categories emerged from the triangulation of the data. High performers were defined as students who were able to produce full sentences in more than two turns of interaction in Italian. Mid performers were defined as students who were able to produce expressions and full sentences but usually participated in only one or two turns. Low performers were defined as students who were able to produce only a few words and expressions. Table 1 below lists the students according to their level of language performance.

Table 1 Classification of the students according to their level of oral performance

High performers	Mid performers	Low performers
Marie	Li Qiang	Yuan
Li Li	Li Yan	Li Jing
Li Na		Bella

Marie and Yuan were chosen as representative cases of the High and Low performers. Both these students were at the same time representative of their performance category and unique, as will be explained in the next chapter. A cross-case analysis (Yin, 2014) was conducted and each case was presented separately to highlight the difference and similarities between the cases

3.5 PROCEDURE

3.5.1 Time line

The study was implemented in two phases and at two locations.

1. Phase 1: instruction occurred at a University located in the Northeast of the USA and took place in the spring semester 2016 for an eight-week period of time. Different data sources were collected from students during instruction.
2. Phase 2: the study abroad trip took place in the month of May 2016. Different data sources were collected from students during their stay abroad period in Italy (one month).

3.5.1.1 Phase 1: Description of the instruction

During the first phase 6 two-hour lessons were administered, each of them involving specific tasks that had been designed using Gal'perin's CBI model. The concept of typified situation (i.e., a service encounter in an Italian restaurant) was based on the systemic functional linguistics (SFL) notions of Genre and Register of the service encounters. One of the variables considered for the orientation into the concept was the Register (the linguistic and multimodal organization in the context of the situation) (Ventola, 2005) that involves the Field, Tenor, and the Mode of the situation.

- Field is the language appropriate to use in Italian restaurants in Italy. A certain kind of restaurant in which to order a meal at a particular time of day.
- Tenor is typically polite and direct.
- Mode is oral (request); and written (menu)

The other variable was the Genre (the understanding of the cultural organization and the purpose of the situation presented in texts). To support students' understanding of the genre of texts in different languages, we contrasted the same situations in different cultural contexts (Ventola, 2005). For example, we compared the typical elements of a service encounter in an Italian restaurant with the ones of an American or Chinese restaurant. Since the students were beginner learners of Italian, the instruction started with some fundamental elements of the language, such as the presentations of self and various kinds of salutations in Italian.

The lessons (see Appendix I for an example of lesson plan) were organized as follows:

1. Motivation and Orientation (Lessons 1 and 2, 4 hours): In the first two classes, forms of salutation were presented to the students, showing them how to introduce themselves in Italian in formal and informal situations. SCOBAs for these two actions (Appendixes C and D) were given to the students but these schemas were not objects of analysis in this study. In the second lesson, I showed a brief video of Italian people ordering in a restaurant. Then, I asked the students what they would like to be able to order in Italian. After having triggered the curiosity of the students about the topic and situation of the concept, I gave the students the two SCOBAs (Appendixes A and B) and started to discuss the charts helping them notice how the restaurant situation is a typified one because it has certain generic elements and a certain Register that reoccur. The first SCOBA (Appendix B) introduced students to the concept of Genre and Register as interrelated concepts that develop in a typified situation. The teacher read the SCOBA with the students and then asked them to compare the Italian restaurant situation to an American or Chinese restaurant situation to identify which elements they thought were similar. For example, they noticed that certain generic elements (See Appendix H) of the

restaurant interaction are the same in the cultures discussed in the classroom but some of the optional elements differ; they also noticed that the Register at times was the same and at other times was different, and that the tenor and mode changed according to the different contexts. This discussion had a twofold goal. First, it introduced the students to the concepts through the use of SFL metalanguage. Second, it made them reflect on the generic elements and the Register used in a restaurant service encounter in their own culture. According to Gal'perin (1992d), the comparison between the cultural elements that influence a linguistic situation in the students' culture and in the culture of the language that is being learned is an essential element to learn a foreign language. After this discussion, the second SCOBA, object of this study (Appendix B), was introduced. First, the teacher read the language options, which were in Italian, and, then, she compared the first SCOBA to the second and asked the students to notice how the elements introduced in the first SCOBA, through the SFL metalanguage, were realized linguistically and culturally in the second SCOBA. (See lesson plan Appendix I.)

2. Materialization (Lessons 3, 2 hours): A task was given to the students. During this task, the students had the two SCOBAs. The teacher gave instructions for the task but did not give instructions for the use of the SCOBAs. The rationale for not explaining the SCOBAs is that, according to Gal'perin the students have to find their own path, i.e. their way to use the SCOBA during the tasks. Moreover, other than their phone devices, which students utilized for translation or for pronunciation practice, they did not have any other classroom tool to get any of the specific vocabulary needed to complete the task. The task involved working in pairs. The teacher distributed a restaurant's menu to the class and asked the students to dramatize a scene in which one of them is the client and the

other is the waiter. The students explored the foods offered and the organization of a typical Italian meal, rehearsing their pronunciation and translating the items.

3. Interaction (Lessons 4, 2 hours): In the first task, students were asked to write their role plays, rehearse them, and then perform them in front of the class. The teacher explained the task and was available to give help if needed. As in the lesson before, the students had the SCOBA, but no instructions for the use of the SCOBA were given. The second task was a picture-expression matching task. The teacher showed images of scenes from a restaurant and asked the students to describe the development of the scene, according to the Field, the Tenor, and the Mode of the situations. The same images of restaurant interactions were given to the students while they were watching the images projected on a classroom screen. They were asked to discuss in groups the appropriate language to use in the specific circumstances depicted in the scenes. Then, they shared their alternative choices of language instances that matched the situations shown during whole class discussion. The teacher collected the copies of the images with the instances of language chosen by each student. During the second hour, the students worked in pairs.

4. Speech to One's Self (Lessons 5, 2 hours): The first part of the lesson was dedicated to clarifications. The students were encouraged to ask questions, rehearse pronunciation, and ask for grammatical clarifications if they needed. There was a new task in the second part of the lesson. The students did not want to abandon the SCOBA, so the teacher allowed them to work with it. In the fourth task, the teacher asked the students to work by themselves. They were not interrupted by the teacher during the work on this task. Students developed a written role play in which they were free to choose possible restaurant options for breakfast, lunch, and dinner. Then, they shared their choices with a

partner. They explained to the partner why they chose the meal and the words they used. In the second part of the lesson, the teacher presented a PowerPoint of clothing items and colors; students annotated these items and rehearsed their pronunciation.

5. Application of the Concept to a Novel Situation (Lessons 6, 2 hours): In the first part of the lesson, the teacher repeated the presentation about clothing items and colors, adding clothing vocabulary and useful instances of language for shopping for clothes. The Register of this typified situation (service encounter in a clothing store) is very similar to the first in two of its components: Tenor and Mode.

   - Tenor: formal and direct
   - Mode: spoken and written

If we analyze the generic structure of the service encounter proposed by Hasan (1985) (Appendix H), the structure of the clothes shopping encounter is similar to the restaurant one, even if some of the optional elements are missing. The main change regards the field and the vocabulary that is used in the field. In the second part of the lesson, the students were given a task. First, students watched a video of Italian people interacting in a service encounter buying clothes. Students did not use the restaurant SCOBA in this task. On the basis of the video shown and their conceptual knowledge of the service encounter as typified situation, the students were asked to draw a new SCOBA by themselves. In this SCOBA, they illustrated how the shopping situation is carried out in Italian and demonstrate their understanding of the Genre and Register based on their previous experience with the restaurant situation. The teacher put on the table colored markers, scissors, images of clothing from magazines, glue, and different sizes of paper so that the students had different materials with which to create their SCOBAs. Once they created their SCOBAs, they were

asked to briefly explain how and why they created the SCOBA the way they did to the class. This type of task to demonstrate conceptual understanding has been already applied by Aguiló-Mora and Negueruela-Azarola (2015).

3.5.1.2 Phase 2: Trip to Italy

During a period of 1 month, the students were in Florence Italy for their study abroad. They were attending classes in English about early childhood pedagogy and visiting schools in Florence with English speakers as guides. The students visited the city of Florence, as well of other cities nearby. They went shopping and to restaurants. During this period, they did not attend linguistic or culture lessons. Data collection during this period happened from May 12th to 16th by the shadowing researcher and observer, and at the end of each week through student journals.

3.5.2 Data Collection and Analysis

The tables below summarize the data collection and analysis procedures that were used in this study. The various components will be explained in more detail in the following sections.

Table 2 Data Sources and Analysis for Research Question 1

Research Question 1: How do adult beginners of IFL use a SCOBA for the concept of the typified situation of acquiring goods and services in an Italian restaurant during classroom instruction?	
Data Sources	**Data Analysis**
- Researcher's field notes; -Observer field notes; - Students' notes on the SCOBA copies that were distributed and collected in each lesson; - 6 hours of video recorded classroom interactions (lessons 5 to 10). In particular, instances of SCOBA-related-episodes (SRE) - portions of the transcripts shown to participants for member checking.	- General inductive analysis approach (Thomas, 2006; see Table 3); - Multiple data analysis looking at emergent themes. - Identification of commonalities and salient information across the students' practices while using the SCOBA. - Identification of differences between the students' practices. - Emergent hypothesis for the analysis of the different data sources of a single participant (within-case analysis) - Emergent hypothesis for the data analysis of the different data sources tested between participants (cross-case analysis) (Yin, 2014). -Analysis and description of representative cases

Table 3 Data Sources and Analysis for Research Question 2

Research Question 2: How do adult beginners of IFL evaluate the effectiveness of the SCOBA as a learning tool?	
Data Sources	**Data Analysis**
- Pre-classroom instruction questionnaire (Appendix, E). - Students' journals while in Italy. - Semi-structured interview (see protocol Appendix F).	- Appraisal Analysis (Martin & White, 2005).

Table 4 Data Sources and Analysis for Research Question 3

Research Question 3: How do adult beginners of IFL use the concept of the typified situation of service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during classroom instruction?	
Data Sources	**Data Analysis**
- SRE of the video recording of lesson 4. - Written task (role play and picture expression matching task) performed in lesson 4.	- General inductive analysis approach (Thomas, 2006; as explained in RQ 1.

Table 5 Data Sources and Analysis for Research Question 4

Research Question 4: How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during study abroad in Italy?	
Data Sources	**Data Analysis**
- SRE derived from the journals the student wrote while in Italy. - Audio recording of a restaurant interaction while in Italy. -Researcher and observer notes.	Total amount of time spent engaging in using the Italian language and the students' explanations of the use of the Register. - General inductive analysis of the instances of language use in which Register taught during instruction is evident.

Table 6 Data Sources and Analysis for Research Question 4.1

Research Question 4.1: How does the use of the SCOBA in the classroom context compare to the study abroad context?	
Data Sources	**Data Analysis**
- Data analysis results from RQ 3 and 4.	-Compare and contrast cases emerged from the analysis of research question 3 and 4..

Table 7 Data Sources and Analysis for Research Question 5

Research Question 5: Can adult beginners of IFL develop a SCOBA for a new social context and if so, how does the SCOBA design demonstrate conceptual understanding of the typified situation as part of a Genre or Register?	
Data Sources	**Data Analysis**
- SCOBAs created by the students during the last lesson for the typified situation of obtaining goods and services in a clothes shop	-Compare and contrast the SCOBAs created by the students with the SCOBAs given to them during the instruction. - Presence of recurring and optional elements of the Genre - Use of the Register. -Code in themes according to the General Inductive Approach.

3.6 DATA COLLECTION

3.6.1 Phase 1

In the U.S. and during classes, data was collected from both individual and group work. During the intervention, qualitative data was gathered through video/audio recording, field notes, artifacts collection, a background questionnaire (Appendix E), and an in-depth semi-structured final interview (Appendix F). The artifacts consisted of:

1. copies of the SCOBA that were distributed and collected in each lesson,
2. written role play performed in lesson 4 (in the timeline of the instruction this is a task that comes after orientation and, materialization, during the verbalization of the concept)
3. Copies of images of scenes of a restaurant for the students second task during lesson 4 (picture-expression matching task),

4. SCOBAs created by the students during the last lesson for the typified situation of obtaining goods and services in a clothes shop).

All twelve hours of classroom instruction were video/audio recorded; these data sources were useful for answering research questions 1, 3, and partly 4.1. At the end of each class session, I wrote field notes on my computer on password-protected files. I recorded descriptions of the students' pair work, the use of the SCOBA, and all other possible details about the classroom activities inherent to research questions 1 and 3. The artifacts produced in the class were collected at the end of the instruction to answer research questions 1, 3, 4.1, and 5. A final qualitative interview and the background questionnaire, were used as data sources for question 2. The interview followed a semi-structured protocol (Rubin & Rubin, 2012). I had a basic protocol (Appendix F) that was flexible according to the flow of the conversation and the responses of the interviewees.

3.6.2 Phase 2

Three data sources were collected during the participants' study abroad experience. Students were asked to keep journals; in which they wrote about their personal experiences when using Italian following a series of prompts provided by me (Appendix J). This data source was useful for obtaining rich, personal information from the participants (Borg, 2001; see also DiCamilla & Lantolf, 1994) while they were in Italy. Data gathered in these journals was used to answer research questions 4 and 4.1.

The second data source consisted of observations and notes from shadowing (McDonald, 2005) the students during their study abroad for 4 days (Saturday and Sunday for the whole day, and Monday and Tuesday for half a day because for the other half of the day they were taking

lessons taught in English). The observer shadowed the students for 1 day (Monday). During the shadowing, I followed the students as they experienced Florence, talking with native speakers. We walked around the streets and, went to museums, shops, and to the opera. We ate together in restaurants, interacted with street vendors, and bought ice cream. These data sources were essential for answering research questions 4 and 4.1.

The last data source from their time in Italy consisted of a recording of a dinner in Italy, which was used to answer research question 4. The observer and two other professors of the study abroad program attended the dinner with the students. The rationale for recording the dinner was to provide evidence of the participants' ability to use Italian in culturally appropriate ways during a service encounter in a Florentine restaurant.

3.7 DATA ANALYSIS

The different data sources gathered for this study were used to answer the research questions that motivate the present research and to suggest future research. The different data sources and methods were triangulated to increase the trustworthiness and the assessment of the findings (Mathison, 1988). To organize, support, and refine the data analysis process, I used the qualitative data analysis software NVivo 11 (Bazeley & Jackson, 2013).

3.7.1 Data Analysis for Research Question 1.

Research question 1 asked how adult beginners of IFL used the SCOBA for the concept of the typified situation of a service encounter in an Italian restaurant during classroom

instruction. To answer it, I analyzed my field notes and the field notes of the observer, students' notes on their copies of the SCOBA that were distributed and collected during each lesson (Appendixes A and B), and 6 hours of video recorded classroom interactions (lessons 5-10). Particular instances of SCOBA-related episodes (SRE) in the video-recorded interactions were transcribed for analysis. An SRE occurs when a student makes specific reference to the SCOBA, made use of the terminology present in the SCOBA, uses of the metalanguage present in the SCOBA, or perform a task using the SCOBA. Students were asked to check a portion of the transcripts to confirm their identification of these instances of their own activity as SREs.

All the data sources for research question 1 were analyzed following a general inductive analysis approach (Thomas, 2006; see Table 8). Specifically, I analyzed the data four times, looking at emergent themes to identify commonalities and salient information across the students' practices while using the SCOBA. After looking for commonalities, I looked for differences between the students' practices. Emergent hypotheses for the analysis were tested again from the different data sources of a single participant (within-case analysis) and then between the participants (cross-case analysis) (Yin, 2014) and verified with the second rater. Through this procedure, representative cases were identified, analyzed, and described.

Table 8 General Inductive Approach Analysis Coding Process

Initial read through text raw data	**Identify** specific segments of information	**Label** the segments of information to create themes	**Reduce** overlap and redundancy among the themes	**Identify** case studies through the themes
Many pages of text	Many segments of text	20-15 themes	10-14 themes	2 cases

Source: Adapted by Thomas (2006), from Creswell (2002, p. 266, Figure 9.4)

3.7.2 Data Analysis for Research Question 2.

Research question 2 asks how adult beginners of IFL evaluated the effectiveness of the SCOBA as a learning tool. To answer it, I analyzed the pre-classroom instruction questionnaire (Appendix E), the students' journal entries while in Italy, and the semi-structured interviews (see protocol Appendix F). Member checking took place through follow-up questions to check my understanding of the participants' words. The content of the interviews and of the journals were coded and analyzed to identify SCOBA-related-episodes (SRE). To analyze the SREs from the semi-structured interviews, I used Systemic Functional Linguistics (SFL) Appraisal Analysis (Martin & White, 2005), a system that allows linguistic analysis of the interview data to identify the evaluative properties of the text. This kind of analysis assisted me in understanding the point of view or stance of the interviewees. The evaluative language the interviewees used to express their stances represented, explicitly or implicitly, the attitude of the interviewees. The appraisal analysis system presents a very detailed structure (see Appendix G) that allowed me to examine the evaluative language of the interviewees even if their stance was implicit.

Appraisal analysis helps to reveal interpersonal meanings. Appraisal is structured in a ramified system that begins with three main subsystems. The branch of the Appraisal system labeled Attitude encompasses different ways to evaluate objects or things (e.g., a good man). This evaluation can have positive or negative Polarity. The Engagement branch addresses the way in which the writer or speaker incorporates other voices and the degree to which the writer endorses the statements of others (e.g., He claims/states/informs us). Graduation, the third branch of the system, refers to modifications of attitude and engagement in terms of strength (e.g., A very good man; I was reasonably happy). In this dissertation, I focused particularly on Attitude,

Polarity, and Graduation in the students' response to the interview question about their perception of the SCOBA as a classroom tool.

When describing the representative cases, I used the biographic and language-learning related experience gathered from the pre-classroom instruction questionnaire.

3.7.3 Data Analysis for Research Question 3.

Research question 3 asked how adult beginners of IFL used the concept of the typified situation of a service encounter in a restaurant and demonstrated an understanding of the Genre and the Register during classroom instruction. To answer it, I analyzed the SREs of lesson 4 and the written tasks in lesson 4. I selected lesson 4 because the students had already completed the first two steps of Gal'perin's model, specifically the orientation to the concept of the typified situation of a service encounter in an Italian restaurant using the SCOBAs, and interaction with a material object (such as the menu of an actual Italian restaurant). Students were involved in the third step, i.e. overt discussion about the concept. The analysis of the SREs in lesson 4 and the written tasks allowed me to determine how students used and understood the concept. To analyze the role plays, I checked the language students used that was taken directly from the SCOBA (Appendix B), and then, I compared it with the generic elements of the service encounter (Appendix H) to code the data, for example, into greetings, service initiation, enquiry, request, and compliance, to see if they were in the right sequence. I also tracked if the students included optional elements, such as asking the waiter for advice. The presence or absence of these elements helped me understand if and how the students applied the concepts developed in the two SCOBAs through their language choices. Member checking was used to see if participants could identify the generic elements of their own performance as SREs. In other words, I sought

to show if the SCOBAs allowed students to orient themselves to the typified situation and if they had conscious control of the elements necessary to perform in this situation.

3.7.4 Data Analysis for Research Question 4 and 4.1.

Research question 4 asked how adult beginners of IFL used the concept of the typified situation of a service encounter in a restaurant and demonstrated an understanding of Genre and Register during study abroad in Italy, and research question 4.1 asked how the use of the SCOBA in the classroom context compared to its use in the study abroad context. To answer these questions, I examined my notes and the observer's notes derived from our shadowing the students while in Italy. Then, I examined the SREs derived from the weekly journals that the student kept while in Italy and the audio recording of the restaurant interaction of the focal students while in Italy. After the coding process, I analyzed the instances of Italian use and the students' explanations of the use of the Register. Representative cases of the conceptual application and understanding of the typified situation were presented and described in Chapter 4 of this dissertation. To answer sub-research question 4.1, I compared and contrasted cases from the analysis of research question 3 and 4. In research question 3, I analyzed a role play of a restaurant scene and a picture-expression matching task, while in research question 4, I analyzed the actual scene of the Italian restaurant interaction. All these elements plus other elements that emerged from the analysis of the journals were used to answer sub-research question 4.1.

3.7.5 Data Analysis for Research Question 5.

Research question 5 asked if adult beginners of IFL could develop a SCOBA for a new social context, and, if so, how the designed SCOBA demonstrated conceptual understanding of the typified situation. To answer this question, I used as a data source the SCOBAs created by the students during the last lesson (lesson 12) for the typified situation of obtaining goods and services in a clothes shop. To analyze this data source, I created codes from the concepts explained in the SCOBA (i.e. Register, Field, Tenor, Mode, and Genre elements) and then compared and contrasted the SCOBAs created by the students with the SCOBAs given to them during instruction. The information obtained by this comparison was coded. Hasan (1985) explained that, in spontaneous interactions, like the ones that happen in service encounters, such as a restaurant interaction, some elements recur whereas others are optional (see Appendix H). I further refined my analysis of the SCOBAs produced by the students by observing how many of these recurring and optional elements were present in the students' SCOBAs. This kind of analysis revealed students' conceptual understanding of the generic structure and of the Register of service encounters. To member check my interpretations of the SCOBAs created by the students, I first coded and analyzed the SCOBAs created by the students and then compared my analysis with their explanations. I analyzed next the students' explanations given during the class after they created the new SCOBA to see if they coincided or not with my analysis. An important element of the analysis was if and how the students used the metalanguage of the first SCOBA (Appendix B) in their explanations.

3.8 VALIDITY AND RELIABILITY

As explained above, all the data sources of this study were triangulated (Mathison, 1988), looking in particular for convergences, inconsistencies, and contradictions to make sense of the data through a holistic understanding of the situation and through knowledge of the linguistic and cultural concepts. From this perspective, and considering the qualitative nature of the study, instead of validity, it is more appropriate to say that the triangulation of the data gave trustworthiness to the study.

To increase the reliability of the findings, a second rater (the observer) coded 30% of the data, 10% of the classroom interaction, 10% of the interviews, and 10% of the SCOBA copies. As explained by Thomas (2006), the second rater, besides having the necessary requirements to perform the role (for this specific study, the second rater was the observer who had advanced Italian and English proficiency and first-hand knowledge of the study), also had specific interest in assessing the results of the study because this interest enhanced the credibility of the findings. The two codes were then compared to see similarities and divergences. The similarities of the themes were high. Then, we developed the codes together, making them more robust codes. Once agreement was established, the coding system was applied to the rest of the data.

4.0 FINDINGS

4.1 INTRODUCTION

In this chapter, I present student cases that emerged from the analysis of the different data sources explained in the previous chapter. The data gathered for this study were examined to understand the use the students made of the SCOBA throughout the research study and to answer the research questions. Phase 1 of the study, conducted during class sessions, included data collected from SCOBA Related Episodes (SREs) of the class video recordings, teacher and observer field notes, students' classroom tasks, SCOBA copies and student-created SCOBA, pre-classroom activity questionnaires, and semi-structured interviews. Phase 2 of the study, conducted while the students were abroad, included data from students' journals, on-site observations, and a recording of a restaurant interaction.

As explained in chapter 3, two student cases were identified, Marie and Yuan. These students were chosen as representative of the higher and the lower levels of performance. While both students presented characteristic from the level of performance assigned, each of them also presented unique characteristics. Marie was the only American undergraduate student in the course while the other students were Chinese graduate students. Yuan was one of the less confident in her ability to communicate in Italian and was one of the students who had less frequent exposure to other FLs.

The chapter is organized as follows, first, I present the case for each of the students through their answers to the questionnaire and to the interview. Then, for each case, I present the salient themes that emerged from the within-case analysis to address the Research Questions. Excerpts are used to illustrate the findings. Cross-case analysis comparisons are presented at the end of the chapter.

4.2 MARIE

Marie is a nineteen-year-old American undergraduate student. For the pre-instruction questionnaire question "Do you think that studying a foreign language is important for you? Why?" Marie responded, "Yes, I think it is important to experience different cultures, and language is one of the main avenues to this," immediately revealing her interest in foreign cultures and languages. Throughout her questionnaire, it is clear that she is interested in FLs because she deems them necessary to "interact with locals," which she declares to be her objective in learning basic Italian. She speaks Greek with her grandparents and studied French in middle school and high school, but she does not consider herself to be proficient in either language.

Marie was extremely motivated to participate in the Italian lessons. In the following excerpt of her interview, she explains her motivations:

Marie's Interview: I don't know how to say this

> I went to an Italian restaurant with one of my friends…and everyone is reading out of the menu … and I was like "I don't know how to say this" … and they were like, "are you going to Italy? Oh no." I have to learn something…so there was when I perfect; this is what I need a perfect amount of just learning a little bit.

Marie acknowledged her lack of knowledge of any element of Italian and explained that she wanted some practical guidance to prevent feeling lost. At the end of the 12 hours of instruction and during the final semi-structured interview, the researcher asked Marie on a scale from 1 to 5, 1 being the lowest and 5 the highest, how confident she felt in using Italian in a restaurant situation to which she replied 4 to 5. When asked why she felt so confident, she answered that through the lessons she acquired basic communicative skills.

Marie's Interview: I really tried to learn it [the SCOBA]

1 ahm, we practiced it [the SCOBA] so much, and I really felt while I was practicing it that it was important, so I really tried, like, to learn it… and I think it was laid out in such a simple way … I wasn't overwhelmed with the options…if I **need** to ask for a menu, this is what I got to say;… because
5 I think that whenever you got into too many options you confuse them all, and then you are not saying anything …

A noticeable difference is seen from the beginning to the end of the course. The complete lack of knowledge of the language in the first excerpt contrasts with the confidence expressed in the excerpt above. Marie states that she links her confidence in using Italian in a restaurant in Italy with instruction (lines 1 and 2). Marie also acknowledges that the SCOBA was presented in a way that did not confuse her but helped her to make meaning in the situations (lines 3-4). Additionally, in all her journals, Marie confirms that she noticed differences in what she learned about requesting goods and services in the restaurant and how this social act is performed in other commercial establishments while abroad. For example, she states "… shopping at the outdoor leather market is different from an established clothing store, and buying a panini in a little shop differs from a sit down restaurant" (Marie, Journal 04/21).

Marie developed from a person that was unable to understand a menu in an Italian-American restaurant to a person that was able to express herself in a culturally appropriate way,

however limited, in Italian in the classroom context and in the study abroad. The next section explains her linguistic and cultural learning process.

4.2.1 Marie's use of the SCOBA during classroom instruction.

RQ 1 How do adult beginners of Italian as a foreign language (IFL) use a Schema of a Complete Bases of Action[2] (SCOBA) for the concept of the typified situation of a service encounter in an Italian restaurant during classroom instruction?

4.2.1.1 *SCOBA writing as verbalization.*

In this study, I use the annotations that the students made on the SCOBAs as a form of verbalization (i.e. expressions of self-guidance in performing an action). In Table 8, I classified SCOBA annotations in the following way:

1. Translations, which involved word by word translation of key-words;
2. Directions to self, which involved instructions on how to perform in the situations;
3. Grammatical annotations, which involved focusing on form.
4. New expressions, which involved expressions from the classroom discussion as additions to the SCOBA.

I divided the category of 'translations' into textual translations and translations of the situation. Textual translations involved direct translations from Italian to English. Translations of the situation involved translating the meaning of the expression into different words or key words that conveyed the directions for acting in the situation, such as the use of the expression

[2] To answer this RQ, I will refer only to the Service Encounter at an Italian Restaurant SCOBA (Appendix B), which is the one meant to help students to perform linguistically in this typified situation in the study abroad period.

"With another person" for the translation of the SCOBA option "we have a reservation for 2". Conceptual annotations involved definitions of the concept that were explained during the class, e.g., "Mode: how language is presented" (from SCOBA 1). Marie's annotations changed during the formation period as can be noticed Table 9.

Table 9 Classification of SCOBA annotations with examples

Type of annotation	03/29 Appendix K	04/05 Appendix L	04/12 Appendix M	04/19 Appendix N
Textual Translations	Per me=for me	No I'm sorry	Amaro: liquor at the end of the meal	Not present
Translations of the situations	With another person (for the option we have a reservation for 2)	First I want to order a drink	Qual'é la specialitá della casa (for: can you bring me the menu of specials)	Cup for coffe= tazze (a) di caffé Cup for water, juice, pop= bicchieri (e) (di acqua)
Directions to self	Often food to match, beer w/pizza	Not present	I have to ask for water	Not present
Grammatic annotations	*Non abbiamo*: mult people *Non ho*: one person	Not present	Devi= you have to. Devo andare = I have to go	Plural and singular options Tazze (a) Bicchieri (e)
Conceptual annotations	Tenor (relationships)= very formal	Not present	Not present	Not present
New expressions added in the SCOBA	Not present	Molto buono, delizioso, (w/ finger to the cheek gesture)	Va bene= molto bene (sure)	Not present

In the class of March 29th, when the restaurant SCOBA[3] (Appendix, A) was introduced, Marie mostly wrote textual translations while in the last class of April 19th she wrote only translations of situations and grammatical annotations. The relevance of the evolution of the annotations will be explained in the following section.

4.2.1.2 *SCOBA annotations as evidence of language learning.*

Marie developed an understanding of the typified situation and made use of fewer translations across time and added more cultural or grammatical elements to allow her to make use of the SCOBA in a way that met her communicative needs. The translations, both textual and situational diminished, and new expressions and grammatical annotations appeared on her SCOBA (see Table 10). Her annotations over time may provide evidence of her growing ability to use the SCOBA in ways that go beyond mere translation of words and phrases.

Table 10 Frequency of SCOBA annotations per type

Type of annotation	03/29/2016	04/05/2016	04/12/2016	04/19/2016
Textual Translations	5	1	1	0
Translations of the situations	7	1	1	2
Directions to self	1	0	1	0
Grammatical annotations	1	0	4	2
Conceptual annotations	2	0	0	0
New expressions added to the SCOBA	0	3	11	0

[3] In this study, I refer to the Service Encounter in an Italian Restaurant SCOBA as the Restaurant SCOBA, which was the denomination used during the instruction.

Marie's annotations concerning grammar increased over time. When asked in her interview "have you studied other languages?" Marie responded that she had studied French and Greek and then added that these languages helped her learning grammatical rules in Italian.

Marie's Interview: crossover with languages…makes grammar a lot easier

> So those both (French and Greek) actually really helped (in learning Italian) because there is some crossover with languages some places where there's like, oh that's a similar word, you see it makes learning grammar a lot easier.

For Marie, grammar was important and, in her annotations to the SCOBA, it can be seen that, although the lessons did not provide explicit formal grammar instruction, she was able to construct basic grammatical rules and patterns for herself based on previous language learning experiences.

4.2.2 Marie's evaluation of the effectiveness of the SCOBA as a learning tool.

RQ 2: How do adult beginners of IFL evaluate the effectiveness of the SCOBA as a learning tool?

To answer this research question, I performed a Mood and Appraisal analysis of Marie's answer to the interview question: "Explain your experience using the SCOBA?" Through the Mood and Appraisal analysis it was possible to analyze the evaluative language that Marie used about her work with the SCOBA as an instructional tool. The evaluative language is explained through the lexico-grammatical choices that Marie made in her answer.

Marie's Interview: it [the SCOBA] was so cool

> 1 It was so cool, I've never learnt a language in this format where everything is laid out, usually you lean it like small pieces at the time and then we put everything together at the end, and that's of course because I am in the class for a longer period, I think this is perfect if you are trying to learn something

quickly and like for specific reasons because instead of going over like this is this verb you conjugated this way, I don't really need to know how to conjugate the verb I just need to say what I have to say you know I mean I [T: you know yes is something in the context] yes exactly yeah it puts it in context and ahm put's what's useful I think that when you are learning languages you learn a lot of things that you'll never going to need to actually know and so I think that's useful, I thought it made it simple, I kind of like see it in my mind and know where I am in the SCOBA and where I'm supposed to be going.

Through the analysis of the polarity of Marie's answer it is clear that she had a positive experience of working with the SCOBA. Most of her lines have positive polarity. There are three instances of negative expressions and these are referring to previous methods she used for learning foreign languages. The first negative expression is in line 1 "I've never learnt a language in this format". It is used after a first expression in which she declares that she liked very much working with the SCOBAs, line 1 "it was so cool." This contrast between positive and negative polarity reinforces her positive attitude toward her experience with the SCOBA. The other two negative expressions, line 5 "because instead of going over" and line 6 "I don't really need to know how to conjugate the verb" compared the SCOBA to partial explanations of a concept, a common practice in FL education. Thus, from the analysis of the polarity of Marie's answer an overall positive judgement of her experience can be detected.

Through the Appraisal analysis it can be noticed that Marie's attitude expressed a Judgement about the SCOBA. Interestingly, answering about her experience using the SCOBA in the first expression she used affect (so cool) to indicate the positive experience she had learning Italian through the SCOBAs. Then, throughout the rest of the interview, she used judgment to explain her answer. In terms of the interview she used most often judgement to evaluate the SCOBA. Judgement, regards meanings that the speaker uses to evaluate human behavior, this evaluation can be positive or negative. To point out her evaluation she used Force and Focus. Force and Focus are language functions that indicate interpersonal meanings as all

the evaluative language does. Force and Focus are subsystems of appraisal that help modify attitudes. Interpersonal meanings are the ones related to the speaker or writer stance in the text. Using Force, Marie wanted to connect with the listener trying to emphasize what she said through the inclusion of intensifiers in her text (i.e. never, everything, really). She also wanted the listener to Focus on what she was saying using words that directed the listener towards her meanings (i.e. exactly, actually).

Marie used Force and Focus to emphasize her ideas. For example, in lines 9-10 she expresses the judgment that in regular FL classes students learn many things that are useless. She said: "I think that [when you are learning languages] you learn a lot of things that you're never going to need to actually know". In this case, Marie used Focus to orient the listener to quantity, using the expression "a lot of things." Then, by using the words "never" and "actually," she gave Force to the negative judgement of uselessness of the many things presented in traditional language courses.

4.2.3 Marie's use of the concept of typified situation during classroom instruction.

RQ 3: How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during classroom instruction?

4.2.3.1 *Group work as setting for conceptual understanding.*

Before presenting the findings for the research question above, which are derived from the analysis of classroom group tasks performed in the lesson of 04/12, I would like to present Marie's response to the interview question about her opinion of the classroom group work. Marie

indicated that, for her, it was helpful. She also appreciated the corrective feedback the teacher gave to the other students, as shown the excerpt below:

Marie's Interview: I think you are going this way on the SCOBA

1. I think it's helpful, like have peers in a language class, and, like, you are able to help each other a lot of times, of being like, "I think it's pronounced this way," "I mean, oh yeah, I think you're right this is," or like, "I think you're going this way on the SCOBA," that sort of thing and hearing what people are
5. doing wrong and when you, like, correct people in just, like, little things helps because you are like" Oh, I was going to say that and now I understand that's wrong" and, like, take a step back because, sometimes when you are being corrected, you don't quite see it the same way, you know; you kind of see it from an outside perspective.

When Marie talked about the peer support in relation to the SCOBA (lines 3 and 4), her experience was that, during the tasks, students exchanged points of view on how to use the SCOBA and how to pronounce words. Marie used this peer interaction, as well as the teacher's corrective feedback, to regulate her own work. Marie's statements show that the mediation of her peers and of the teacher made explicit her learning processes and helped her to improve her performance.

4.2.3.2 *Marie's conceptual application in the classroom tasks.*

During the lesson of 04/12, students were asked by the teacher to prepare a group role-play and rehearse it in their group. They were allowed to write their lines down, practice them so that they were not reading a script to each other, and then perform the role-play in front of the class. In a subsequent task, they were asked to match some images that the teacher showed to them with expressions present in the SCOBA; for example, a picture of a receipt should be matched with an expression such as *il conto per favore* [the check please]. The teacher first gave a copy of the images to each group, asked them to discuss the possible choices, and then

individually decided which expression they felt best fit each image, which they shared with their classmates. While some of the students chose the same expression, a few chose different expressions and, therefore, created a reason for discussion.

In the tasks, Marie worked with Li Li and Li Na (pseudonyms), and she collaborated actively with her classmates. In the first task, they prepared a role-play in which they ordered lunch or dinner. All the stages of the Genre of the service encounter (See Appendix H) were present in the role play. The role play involved the following moves: (a) Greeting (b)service initiation (c) service enquiry (d) service request (e) service compliance (f) closing, and (g) good bye. The teacher established the Field (the restaurant) and the Mode of the interaction (oral communication with a written menu). The three students decided the Tenor, which was informal, as revealed in their decision to use *ciao* as a greeting and *tu* as a personal pronoun[4]. This Tenor option is not common in Italy in the context of service encounters in a restaurant, which is, in general, more formal in Tenor. However, it could be an option since the participants are young students and more likely to eat at cafés instead of restaurants. In the role play, Li Na was the waiter, and Li Li and Marie were the customers. They decided to create a scene in which a restaurant reservation was made and selected the correct linguistic options from the SCOBA for this context. Since there were two customers choosing, they asked for two food options and used an intensifier *per me* at the end of the sentence. Marie and her group did not add expressions to their role-play other than what was already printed on the SCOBA, even though they asked for a few new expressions while they were creating the role play. From the observer field notes, we learn that in this task, the students used their SCOBAs with confidence but were reading off the

[4] The English second person singular pronoun "*you"* is translated with the Italian second person singular "*tu"* in an informal situation, while in a formal situation the third person singular feminine *"lei"* is used to address people of both sexes as courtesy form

SCOBA; they had not yet internalized the expressions and needed to rely on the SCOBA for support during the interaction (Observation protocol April 05). Reading options from the SCOBA during the role-play, at this stage of Gal'perin's model, was appropriate and reflected the necessary verbalizations needed for later internalization to occur.

4.2.3.3 *Marie's conceptual understanding in the second task.*

In Table 11 below, Marie's work on the picture-expression matching task is presented in comparison with the analysis of Li Li and Li Na's, her group mates. The expressions shown in Table 10 were written by Marie (an example of Marie's writing in the picture-expression matching task can be seen in Appendix O), Li Li, and Li Na on their images.

Table 11 Expressions that Marie, Li Li and Li Na used during task 2 lesson 04/05

Image	Marie's SCOBA choices	Li Li's SCOBA choices	Li Na's SCOBA choices
1 Photo of an empty restaurant	*Ha un tavolo* [do you have a table]	*salve, buon giorno, arrivederci, grazie, ha un tavolo, Prego* [Hello, good morning, good bye, thank you, do you have a table, you are welcomed]	*Ciao, abbiamo prenotato un tavolo per due* [Hello, we reserved a table for two]
2 A receipt	*Il conto per favore* [the check please]	*Il conto per favore, arrivederci, grazie* [the check please, good bye, thanks]	*Il conto per favore* [the check please]
3 A (wedding) cake	*Desidera frutta o dolce* [would you like fruit or dessert]	*Desidera frutta o dolce (ti amo)* [would you like fruit or dessert]	*Desidera frutta o dolce* [would you like fruit or dessert]

Table 11 (continued)

4 A person in the table with the menu and a waiter	*Vuole ordinare* [do you want to order]	*Cosa mi consiglia,* [what do you recommend] *mi porta il menú per favore,* [could you bring me the menu please]	*Cosa mi consiglia* [what do you recommend] *Mi porta il menu per favore* [would you bring me the menu please] *Vorrei.../mi porta* [I would like.../could you bring me] *Avete la carta dei vini* [do you have a wine menu]
5 A couple in a table and image of the waiter	*Volete ordinare* [Do you (pl) want to order]	*Avete un tavolo per 2, 3;* [do you have a table for 2,3] *Cosa ci consiglia* [what do you recommend]	*Chi porta* [could you bring us]
6 A cup of Italian coffee	*Desidera caffé o amaro* [would you like coffee or liquor]	*E da bere?* [and to drink?] Latte macchiato /ki/	Caffe [coffee]

Marie completed the task by giving one expression that matched each image while Li Li and Li Na wrote more than one expression for each image. All of Marie's expressions were correctly associated with the typified situation presented through the image. Moreover, Marie demonstrated conceptual understanding when she used the appropriate Tenor according to the situation. When the situation implied more than one speaker or listener, she used linguistic expressions in the plural, and, when it implied one speaker, she used the singular. She also demonstrated conceptual understanding of Tenor when she used the courtesy verbal forms (e.g.,

desidera, vuole, ha[5]) instead of the second person *tu* (as she did, for example, in the first task). In fact, the images presented in the task depicted individuals in elegant attire, which justified the courtesy form choices. One could object that these choices were based on her L1 knowledge of the restaurant interaction, but Marie chose suitable expressions for the Italian context.

Li Li's and Li Na's performance is similar to Marie's on the picture-expression matching task using the SCOBA; yet each of them present variations in their linguistic choices. All of Li Li's and Li Na's expressions were correctly associated with the typified situation presented through the image. In all of their choices Li Li and Li Na demonstrated conceptual understanding, they used the appropriate Tenor according to the situation selecting plural choices when the situation implied more than one speaker or listener and used courtesy verbal forms when suitable. Some expressions are the same across the three students while some others are not, implying that although they worked and prepared the role-play together, each of them made choices indicating their individual understanding of the elements of the SCOBA.

4.2.3.4 *Summary of findings for RQ 3.*

Findings for RQ 3 suggest that classroom interactions and teacher's feedback helped Marie to use the SCOBA to complete the learning tasks. In fact, when analyzing the two tasks proposed by the teacher in lesson 4, Marie and her groupmates were able to complete a planned role-play with all the stages of the typified situation consistent with the Register (Field, Tenor, and Mode), even if they relied heavily on the SCOBA. They also individually demonstrated

[5] All these verbs are conjugated in the third person singular which is used to address people of both sexes as courtesy form in formal contexts such as the restaurant service encounter.

conceptual understanding in completing the second task showing knowledge of the Field and control of the changes in Tenor of the situations presented in the task.

4.2.4 Genre and Register in the study abroad.

RQ 4 How do adult beginners of IFL use the concept of the typified situation of a service encounter in a restaurant and demonstrate an understanding of Genre and Register (Field, Tenor, and Mode) during study abroad in Italy?

4.2.4.1 *Marie study abroad: getting comfortable with the language*.

Marie's study abroad experience with the Italian language constantly evolved as indicated in her journals. Marie perceived that she had acquired some linguistic and cultural tools through classroom instruction that made her develop in her use of Italian while in Italy. Several episodes show how Marie felt at ease with her linguistic and cultural understanding and how she gained confidence in applying what she had learned in the classroom to her use of the language during service encounters in the study abroad context. The following excerpt from Marie's journal demonstrates the abilities that she gained through classroom instruction and her willingness to communicate while in Italy.

Marie's Journal Entry (05/07): by pushing myself I have been able to use the language

> Since I first arrived in Florence on Monday, I have experienced hearing Italian around me a great deal. Most of the time I am able to understand small words in conversations I pass by and occasionally I feel that I could recognize the general idea of the conversation. I have attempted to use Italian but have found that it is difficult to do this as an American, as most people speak English to me. However, by pushing myself I have been able to use more and more of the language as I continue to explore the city and surrounding areas.

After the pre-trip classroom instruction, Marie felt she could recognize words and short conversations, and she wanted to push herself to produce Italian by interacting with native speakers. She was able to order meals, the typified situation that was introduced in class using the SCOBA, and felt confident in her ability to use the language in restaurant settings. She also observed that being in Italy had allowed her to continue learning Italian beyond the pre-trip language instruction.

Marie's Journal Entry (05/14): I feel more confident in my ability to order food

1. As I expected, I feel that I have picked up a significant amount more Italian since my time in Italy. The other day, I was journaling at a table with some friends and overheard a conversation that two friends were having nearby. I was able to follow the structure of the conversation very well and able to
5. pick up most of the general ideas (hi, hi, how are you? great ... And you? ...). I also feel more confident in my ability to order food at small shops and I think my vocabulary has also gotten a lot stronger. I am becoming a bit more confident in my ability to speak, but still am very tentative about this. Mostly, I feel that I am able to follow what is happening and understand roughly what
10. people are saying, but not able to generate very much past a few words myself

The evolution of Marie's confidence was something she expected. This is an interesting finding because it allowed her to challenge herself in her listening and speaking. Despite her claim of being confident, Marie expressed ambivalence as can be observed in the following statement: "but still I am very tentative about this" (line 8). Typical of most beginning language learners, Marie understood the limits of her knowledge and wanted to continue to improve. She was also able to self-assess her skills in Italian and realized that she could understand more than she could say.

Despite her initial positive reaction to her knowledge of Italian while in the country, during her third week in Italy, she had a difficult experience that changed her perceptions of herself and made her feel awkward and concerned.

Marie's Journal (05/21): I was not able to respond or react in any way

> 1. I was waiting in line to purchase food at a rest stop and the line was taking quite a while. The people around me began to complain about the cashier being slow. I was feeling a lot of emotions because although I thought I was understanding correctly; I wasn't completely sure I was. I was able to
> 5. understand a lot of the individual words they were saying, but also not able to respond or react in anyway… A few times, I was also concerned that they were talking about me and maybe I was doing something wrong.

In the study abroad context, Marie was placed into real-life episodes and, at times, she had the tools to deal with them and, at other times, not. Despite these unforeseeable linguistic encounters, it appears that she had the tools to understand which situations were typified, such as ordering an ice cream in a shop, and which situations were not, such as having a slow cashier, and the type of conversation that can be the result of such a situation. In her last journal, Marie drew conclusions about her language use. Her self-appraisal changed over the course of the study abroad trip and, near the end of the trip, she showed caution in expressing too much excitement about her overall language use; nonetheless, she felt that she was able to order a meal in Italian when interacting with native speakers.

Marie's Journal Entry (05/28): It is difficult to step out of your language comfort zone

> 1. I used the Italian I know to order gelato in a small shop and for once the server did not respond in English. However, she spoke so quickly that I needed her to repeat what she replied another time. I was so taken aback by her use of Italian in response that it almost made me more nervous. It is
> 5. difficult to step out of your language comfort zone, but I do feel that I have grown in my usage of Italian and I can fully order food in Italian!

Marie stepped out her comfort zone. She was aware that using the language in various contexts involves multiple challenges (such as the speed of the native speaker's speech). Despite these challenges, Marie still felt comfortable with ordering food, the focus of the short course on Italian in which she participated before her departure to Italy.

4.2.5 Marie's study abroad: Understanding of Field and Tenor

Marie discussed her own understanding of the Register in the following two passages that involve the contextual variables of Field and Tenor.

Marie's Journal Entry (05/21): situations in between schemes

Field

> The more I explore Italy, the more situations I find that are almost in between schemes. For example, shopping at the outdoor leather market is different from an established clothing store, and buying a panini in a little shop differs from a sit down restaurant. Mostly, I find that I have been doing more of the first examples, so I need to edit the schema in my mind to fit the situation.

Tenor

> Mostly I feel shops are more informal than what we learned and often can have a shorter schema than what we learned in class (perhaps combining drinks and food ordering and/or skipping the offer of sweets and drinks at the end)

Marie understood that her performance depended on the circumstances, i.e. the context of the situation is the main factor that influences her interactive practices. She noticed the way in which, in certain restaurants, waiters tried to slow down their speech or simplify their vocabulary in order to be more comprehensible to her, whom they recognized to be a customer who was learning to speak Italian. Marie was well aware of her status as a language learner and as someone who did not fully control the language. She was also aware of the conversational modifications that were made by native speakers when speaking to her that perhaps reinforced her identity as a novice language learner.

Marie's Journal Entry (05/14): I may be able to understand more or less of the conversation

> When in restaurants I do understand what seems like a lot of the Italian. Usually it seems that the staff is not speaking at the speed or with the advanced vocabulary

> that they usually might be. Also based on the restaurant and how comfortable I feel in the situation, I may be able to understand more or less of the conversation.

In her last journal, Marie reported noticing differences in dialectal uses of words. This kind of variation was not incorporated into the pre-trip lessons, and, yet, Marie was able to understand that there were variations in how similar ideas are expressed in Italian. In the following journal entry, Marie observed that different variations of a word confused her but that she could still recover the general sense of the utterance from the context.

Marie's Journal Entry (05/28): differences in how Italian is used

> The more I have traveled in Italy, the more I have seen differences in how Italian is used. Nothing is so drastic that I am completely lost, but there are a few times I am caught off guard by a different word being used, etc. (Journal 4)

Marie stated that she never felt lost. When she heard homophones or dialectal variations of the same word, she felt puzzled but not completely confused.

4.2.5.1 *The link between language and culture.*

Marie, as did some other students, provided evidence of the importance of linguistic and cultural knowledge in order to create a better relationship with the locals. Once Italian native speakers recognized the effort of the student in speaking Italian, they tried to help her in her linguistic performance, for example in how to pronounce menu items. It was not part of the objectives of the course that students would be able to pronounce complicated culinary dishes or their ingredients. It would not have been possible with only 12 hours of instruction and without previous knowledge of Italian. But, with the elements of pronunciation and the knowledge of the concept of the typified situation for requesting good and services presented through the SCOBA, they were able to participate in interactive practices in the cultural setting of the restaurant. Marie

shows that native speakers with whom she spoke were willing to help her improve her pronunciation in the following journal entry:

Marie's Journal Entry (05/21): many people politely correct me or help me to pronounce

> Yes, most of the people I have experienced are very happy when you attempt to use Italian. I have also had many people that will politely correct me or help me to pronounce words. At one restaurant, I tried to say the name of the dish in Italian and stumbled but the waiter said yes, you're ordering in Italian and made sure I said every word correctly before moving to the next person.

The researcher and the external observer shadowed the students during one such dinner in a Florentine restaurant and recorded the dinner. The students were able to interact in a culturally appropriate way from the beginning of the service encounter to the end of it. Although Marie was able to order in the restaurant in Florence, she still experienced challenges due to her limited experience and knowledge of the Italian language. As the next excerpt illustrates, Marie was able to overcome some of her challenges based on what she had learned.

Marie's Journal Entry (05/07): thought back [the SCOBA] on my mind

> I did not have the schema with me, but thought back to it in my mind…I was with two friends and we were getting two pizzas to share for the table and drinks individually. I started to order using vorrei, but realized that that would only mean **I** would like, not **we.** I tried to add on a "for the table" type phrase, but he understood and said "you would like to share?" Then for the drinks he prompted me to use "per me…". I tried to use a few other words and phrases "Molto bene" "il conto per favore" which he seemed to enjoy and though probably not pronounced perfectly, helped to create a better dining atmosphere.

In the above quotation, it is possible to notice how being in the culture supported Marie's language learning. She acknowledged that she used the SCOBA mentally while abroad but also that she continued to learn beyond the SCOBA through her interactions with native speakers. She was also prompted and supported by the native speaker, not only by the SCOBA. This

affirmation indicates that the SCOBA allowed her to communicate with native speakers beyond what was on the SCOBA.

Finally, Marie summarized her opinions about the preparation she had received from the course and how that helped her in facing study abroad situations, underlining the role that a cultural and linguistic formation had in her experience in the following excerpt.

Marie's Journal Entry (05/21): I was more confident in living in Italy because of this course

1. Yes, I found the class very helpful. I think although it is impossible to give someone an exact idea of what a different culture is like without having them experience it first hand, the class did give me some ease of mind that I would be able to somewhat communicate or understand the general idea
5. of what people around me were saying or even what the format for the language is. I believe that I was much more confident living in Italy for a month because of this brief course and found that my peers that did not take the class resorted to using English and removing themselves from situations where they needed to use Italian.

Marie compared herself to the other students that went on the study abroad but did not attend the course and found herself able to be part of situations where the other students were not able to participate. Although the instruction was very limited in time and in scope, it offered the study abroad participants conceptual knowledge of typified situations in the Italian language and culture that enabled them to be part of those situations interacting, even if in a limited way, with native speakers.

4.2.5.2 *Summary of Findings for RQ 4.*

As for findings for RQ 4, Marie perceived that she had acquired, through the classroom formation, conceptual knowledge of the typified situations and some linguistic and cultural tools that enabled her to become more comfortable with the use of Italian. Marie declared that she felt

at ease with her linguistic and cultural understanding and that she had gained confidence in applying what she had learned in the classroom to the study abroad situations. She also explained that she was able to use what she had learned in new situations, such as buying food in small shops or buying clothes in the leather market. Even though she encountered some difficulties when unexpected situations happened, she was able to understand some of the words that then oriented her in the global meaning of the situation. Finally, her use of the information contained in the SCOBA allowed Marie to enter into interactions with native speakers, such as the waiter in the pizza restaurant. These interactional practices during study abroad presented her with opportunities to speak with native speakers who, in turn, assisted her and expanded her linguistic knowledge beyond the circumscribed representation of the typified situation on the SCOBA.

4.2.6 Classroom instruction compared to Study abroad.

R.Q. 4.1 How does the use of the SCOBA in the classroom context compare to the study abroad context?

Marie's use of the SCOBA is substantially different in the classroom context compared to the study abroad context. While in the classroom she depended mostly on the physical SCOBA, as explained in RQ 3, in the study abroad context, she mainly recalled it "as an image," as explained in RQ 4, indicating that perhaps the tool had been internalized and was used to mediate her performance in one specific context (the restaurant) and for one function in the context (requesting goods and services). There are, however, certain commonalities between the two uses. Regardless of the context, Marie used the SCOBA to regulate her actions: physically in the classroom and mentally in the study abroad. For example, when she worked on classroom tasks, she made choices that indicated an understanding of the conceptual elements of the

SCOBA; in the study abroad context, Marie demonstrated that she was able to use conceptual knowledge to interact with native speakers in service encounter situations.

In both contexts, she was also able to apply what she had learned to new situations, such as buying food in small shops or buying clothes in the leather market while abroad or creating a new SCOBA for buying clothes in the classroom. She encountered some difficulties in both contexts when faced with unexpected situations, but she was able to comprehend key words that oriented her to the global meaning of the situation.

4.2.7 Marie's SCOBA for the service encounter in the clothing shop.

R.Q. 5 Can adult beginners of IFL develop a SCOBA for a new social context and if so, how does the SCOBA design demonstrate conceptual understanding of the typified situation as part of a Genre and Register?

4.2.7.1 *Marie's drawing of a SCOBA.*

In the last class (04/15), the students were asked to create their own representation of a service encounter in a clothing shop (See Figure 2). They were free to represent this service encounter in any way they wanted. They had colored pencils and flash cards of items of clothing that the teacher provided to assist them. Table 12 indicates how Marie represented the various components of a service encounter in a clothing store.

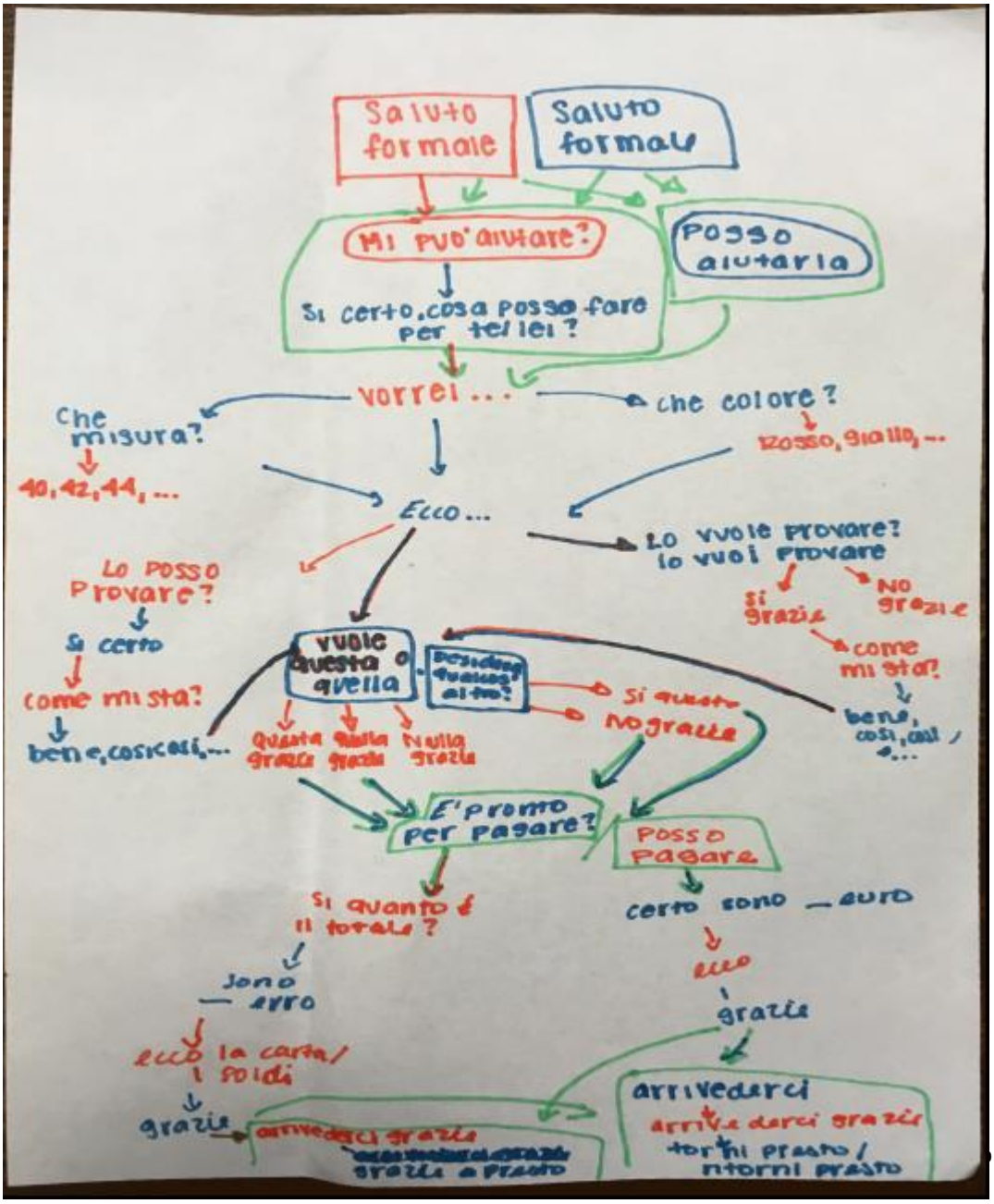

Figure 3 Marie's SCOBA for the Service Encounter in a clothing shop

Table 12. Elements of the SCOBA in Marie's representation

Elements of the SCOBA (Haenen, 1996)	Marie's representation
The intended output or result of an action	A customer buys clothes at a shop
A model of the steps of an action as executed by an expert	Instances of language necessary to interpersonally interact in a clothing shop.
The means of the action	Stages of the genre indicated by interlocutors' colors. Green boxes for the main stages of the Genre. Lateral options for the optional stages of the Genre
The objects of the action	Someone needs to buy clothes; someone needs to sell clothes.
A general plan of action and the sequence of its operations	The sequence of actions is indicated by the speakers' turns
The chart representing the previous five components in such a way that it serves as a "tool of action."	See chart above

Marie's drawing can be considered to be a SCOBA because, as shown in Table 12, she represented all the elements of a SCOBA

4.2.7.2 *Physical description of Marie's SCOBA.*

As indicated in the previous table, Marie was able to develop a SCOBA for a new context: a service encounter in a clothing shop. She designed her SCOBA as a vertical flowchart. Marie used colors to indicate different recurring and optional stages of the typified situation as will be explained in the next paragraph. In her SCOBA, Marie identified two possibilities for the social interaction: one initiated by the customer (orange color) and the other by the clerk (blue color). She used arrows to indicate the sequence of actions and also to indicate

different alternatives. The language options she used were appropriate for the specific Register (Field, Tenor and Mode) of the situation.

4.2.7.3 *Marie's understanding of the stages of the Genre of the Service encounter in a clothing shop and its Register.*

Marie represented all the main stages typical to the Genre of the service encounter, in her SCOBA. The stages of the genre are: Greeting, service initiation, service compliance, closing, and, good-bye (see Appendix H). She used green boxes to identify the recurring (i.e., main) stages of the genre and placed them in the central line of her flowchart. She used arrows to identify the optional stages. She indicated with green arrows and boxes how the main stages of the situation developed through the SCOBA. To differentiate between the speakers, she added a double color code of orange (the customer) or blue (the clerk) and used arrows of those colors to indicate the optional stages in the Genre of the service encounter.

The Register that Marie used was consistent with the typical Register of the Genre of service encounter for the clothes shopping situation and the color sequence (between customer/clerk or clerk/customer) made it easy to follow how the relationships were linguistically constructed in terms of Tenor. Indeed, during the last lesson, when she was asked to explain how she organized her SCOBA, she explicitly revealed the importance of understanding that there were two possible ways that the situation could evolve depending upon who initiated the interaction. However, she continued by explaining that the main stages, the ones in the green boxes, were present for both situations: the one initiated by the customer and the one initiated by the clerk.

Marie's construction of the service encounter in a clothing shop revealed cohesion and coherence (see Halliday & Matthiessen, 2014). Marie demonstrates textual cohesion because she

created an articulated system of textual links (colors, arrows, boxes) and lexical organization (speaker turns) that guided the user of the SCOBA through the organization of the service encounter Genre. She also demonstrated coherence because each of the textual elements and the links between them (lines and arrows) was purposefully placed to build a pattern for the Genre of the service encounter. For example, she starts the flowchart with the greeting *saluto formale* and then she puts in a green box the main stages of the service encounter, the initiation, with two possible alternatives: *Mi puo aiutare* [can you help me], orange initiated by the customer and *Posso aiutarla* [Can I help you] in blue initiated by the clerk.

4.2.7.4 Summary of findings for RQ 5

Findings for this RQ reveal that Marie was able to produce a SCOBA that represented all the stages of service encounters using the appropriate Register. She was able to develop this representation in a flowchart by presenting two alternative interactions (one initiated by the customer, the other by the clerk) and by color-coding the different interactions and the different stages of the service encounter Genre with coherence and cohesion.

4.3 YUAN

Yuan (pseudonym chosen by the student) is a twenty-three-year-old Chinese graduate student enrolled in an early childhood education master's program. A pre-instruction questionnaire was given to gather biographic data, to understand her language learning history and to understand her motivation to learn Italian. From the questionnaire it can be learned that Yuan's first language is Chinese; she started to study English when she was eight but she never

had the opportunity to speak it until she came to the USA, the year before this research started. Other than her current experience in the USA, Yuan did not have many experiences with other cultures or languages. The only other abroad experience was a two-week trip to Nepal. Accordingly, in the pre-instruction questionnaire, she declares her lack of knowledge of the Italian language and her desire to learn it.

To the pre-instruction questionnaire question "Do you think that studying a foreign language is important to you? Why?" Yuan responded, "Yes, a new language help me make more friends." For Yuan, meeting people is the main objective to study Italian and to do her study abroad experience. In addition, when asked "What are your expectations from this short Italian course? She answered "Learn some basic daily language and Italian culture." Yuan often mentioned how important it was for her to learn about Italian culture. Similarly, Marie, the other case study student, expressed the same wish. For both students it is clear the connection between language learning and cultural knowledge.

A post-instruction semi-structured interview was held to understand Yuan's perceptions of the instruction and of her learning process. From the interview we learn that Yuan enjoyed the topic of the course, as this excerpt of her interview demonstrates: "uhm… the topic about the topic going to the restaurant, clothes (laughs), yeah shopping [T: yes] the topic is wonderful." When asked at the interview what her first impression was when she started to study Italian, she replied "I mean it's interesting because we did Italian culture and it's a more effective way to learn a language" implying that for her, culture and language are connected, that culture facilitates learning language, and that this connection might have motivated her.

Regarding Yuan's perceptions of her Italian learning, when she was asked to rate her confidence using Italian in a restaurant situation on a scale from 1 to 5, 1 being the lowest and 5

the highest, Yuan rated her confidence level at 3.3, meaning she was somewhat confident in using Italian. In contrast, Marie's response to this question was 4 to 5, meaning very confident in using Italian. Additionally, when Yuan was asked if she had acquired some skills in the language, she replied "it makes me want to interact with Italian people (laugh) because I know some words, yeah." She affirmed that she was able to produce some words and that these performative skills, made her want to interact with native speakers. Unlike Marie who declared to be able to use complete sentences, Yuan never declared to be able to use more than words or expressions in Italian. In the next sections, I will describe Yuan's language learning process in relation to the research questions.

4.3.1 Yuan's use of the SCOBA during classroom instruction.

RQ 1 How do adult beginners of Italian as a foreign language (IFL) use a Schema of a Complete Orienting Basis of Action (SCOBA, Appendix B) for the concept of the typified situation of a service encounter in an Italian restaurant during classroom instruction?

4.3.1.1 *SCOBA writing as verbalization.*

Similar to Marie's case, the annotations that Yuan made on her SCOBAs (i.e. writing on the margins of the copies of the SCOBA that were distributed for each lesson) were understood in this study as forms of verbalization (i.e. expressions of self-guidance in performing an action). Table 13, shows Yuan's SCOBA annotations classified as explained for Marie.

Table 13. Classification of Yuan SCOBA annotations with examples

Type of annotation	03/29 Appendix P	04/05 Appendix Q	04/12 Appendix R	04/19 Appendix S
Textual Translations	*Frutta* (fruit)	Not present	*Scusi* (excuse me)	Not present
Translations of the situations	*With another person for we reserved a table for 2*	Not present	Not present	Not present
Directions to self	Greeting (*salve, ciao, come butta*)	Not present	*Salve*	Not present
Grammatical annotations	Not present	Not present	Not present	Not present
Conceptual annotations	Not present	Not present	Not present	Not present
New expressions added in the SCOBA	Italian Restaurant	Not present	*Va bene* (sure) *Fretta* (hurry) *Devo andare* (I have to go)	Not present

In the class of March, 29th, when the SCOBA (Appendix, A) was introduced, Yuan mostly wrote textual translations, similar to Marie. In the classes of April 5th and 19th, Yuan did not write any notes at all on her SCOBA, unlike Marie who wrote notes (see Table 10). The relevance of Yuan's annotations will be explained in the following section.

4.3.1.2 *SCOBA annotations as evidence of language learning.*

In Yuan's annotations (Appendixes P & R) the evidence of development of an understanding of the typified situation (i.e. a situation that culturally and linguistically reoccurs in an identifiable and probabilistic way) is less clear than in Marie's. The SCOBA she annotated

the most was for the lesson of April 12 in which she annotated the new expressions that were requested by the students and explained by the teacher. Table 14 shows how many annotations Yuan made on the restaurant SCOBA. In the first lesson, there are more annotations than in any other lesson. Furthermore, textual translations appear only in the SCOBA of the first class.

Table 14. Frequency of SCOBA annotations per type

Type of annotation	03/29/2016	04/05/2016	04/12/2016	04/15/2016
Textual Translations	11	0	0	0
Translations of the situations	1	0	0	0
Directions to self	1	0	1	0
Grammatical annotations	0	0	4	0
Conceptual annotations	0	0	0	0
New expressions added to the SCOBA	0	0	5	0

As can be observed in Table 14, Yuan verbalized in writing less than Marie on the restaurant SCOBAs. A closer look to the data seems to suggest that she used her first SCOBA to guide her during the tasks in the classroom and did not repeat the same information in the other SCOBAs. Evidence from the classroom discourse suggests that she did not repeat annotations that she wrote in her precedent SCOBAs. For example, in the 04/05 lesson, in which the students exercised role playing in a restaurant setting (an activity that was already done in a precedent lesson in 03/29), she did not annotate anything. On the other hand, in the 04/12 lesson, students were working on two tasks: 1. A group role-play 2. A picture-expression matching task; both of these tasks were aimed to encourage students' oral verbalization. Thus, they were constantly speaking and asking the teacher for new personal ways to express personal meanings not present

in the SCOBA. In this instance, Yuan annotated on her SCOBA 11 new expressions, 4 grammatical annotations, and 1 direction to herself. This evidence indicates that she did a selective use of her annotations according to the classroom instructions. To conclude, even though Yuan annotated less than Marie, her annotations over time, show evidence of her growing ability to use the SCOBA during classroom instruction in ways that go beyond mere translation of words and phrases. The next section examines Yuan's perceptions of the SCOBA as a tool for instruction.

4.3.2 Yuan's evaluation of the effectiveness of the SCOBA as a learning tool.

RQ 2: How do adult beginners of IFL evaluate the effectiveness of the SCOBA as a learning tool?

Similar to Marie's case, an Appraisal analysis (i.e. analysis of the lexical grammatical choices of the speaker in order to understand the evaluative language and the interpersonal positioning of the speaker) of one of the questions of the post-instruction questionnaire was performed. The analysis aimed to reveal the evaluative language that Yuan used while discussing the SCOBA. In particular, Yuan's answer to a specific interview question was analyzed. The question was: Explain your experience using the SCOBA? At which the student responded "oh, I think it's a logic, logical way to clear all the dialog, it helps us, like the role play [T: uhm] to do the role play in class"

Her answer is not as long and articulated as Marie's. However, it is worth remembering that for Yuan, English is her second language and the interview was conducted in English.

Nevertheless, the analysis of her response revealed a positive reception of the SCOBA due to the graphical presentation of the concept.

Yuan's experience of working with the SCOBA helped her to work in the classroom setting i.e. "to do the role play in the class." As in Marie's case, Yuan's reactions to the use of the SCOBA for instruction is clearly positive. Yuan found the SCOBA to be logically organized and that the SCOBA presented a clear way to understand the dialogic interaction in the restaurant. She demonstrates Appreciation (i.e. an aesthetic evaluation of non-living things) of the way the dialog was presented in the SCOBA with the use of adjectives such as "logical," "clear." She focused her Appreciation particularly on the dialogs. Yuan used Focus (i.e. words that sharpen or soften the meaning of a text) to emphasize how the dialogs were a helpful tool for learning in the classroom. By using the words "all," she gave Force to the positive appreciation of the SCOBA. From Yuan's appraisal analysis of the language that she used for describing her experience using the SCOBA for instruction, we find that she had a positive experience and this is revealed in her comments about the tool, which she described as logical and clear.

4.3.3 Yuan's use of the concept of typified situation during classroom instruction.

RQ 3: How do adult beginners of IFL use the concept of the typified situation of a service encounter in an Italian restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during classroom instruction?

4.3.3.1 *Yuan's group work experience.*

Similar to Marie, I analyzed Yuan's response to the interview question about her opinion of the classroom group work. Yuan found group work to be a relaxing experience, or as she

stated, “the good relax,” suggesting that the classroom environment promoted learning without pressure.

4.3.3.2 *Yuan’s use of the concept in classroom tasks.*

In order to comprehend the application of the concept of Genre and Register in a service encounter in an Italian restaurant, I analyzed how Yuan completed the two tasks during the lesson of 04/12/16. Following Gal’perin’s model, this lesson was intended to help students to verbalize the processes they used during the task, an important component of Galperin’s model of instruction. For the first tasks of the 04/12 lesson, Yuan worked with Li Jing. The task was to prepare a role-play in which students were to order a meal of their choice. Yuan’s group proposed a breakfast.

It was observed that Yuan and Li Jing included all the stages of the Genre of the service encounter (See Appendix H) in their role play: (a) greeting, (b) service initiation, (c) service enquiry, (d) service request, (e) service compliance, (f) closing, and (g) good bye). Yuan and Li Jing decided upon a formal Tenor for their role play. According to the transcriptions of the lesson, Li Jing started the role play by saying *saluto formale* [formal greeting] in response to the teacher’s direction to “use a formal greeting,” indicating that Li Jing was not entirely attending to the meaning of the direction that she was given and confused the term ‘formal greeting’ with the language required to carry out the greeting function. Yuan then corrected the greeting by responding *Salve* [Hello]. The teacher explained to Li Jing that *saluto formale* meant that she needed to select a specific formal greeting such as *salve* [hello], or *buon giorno* [good morning], or *buona sera* [good evening]. The teacher wrote in her observations that Li Jing did not give any signal that she understood the explanation, but that she continued performing the role play.

After the greeting Li Jing (the waitress) recommended Yuan (the customer) *un caffe macchiato e un cornetto* [a macchiato coffee and a croissant] adding *molto buono,* [very good]. According to the transcripts of the lesson, *Molto buono* was an expression newly introduced by the teacher in the lesson prior the role play activity. Li Ying and Yuan, who according to the teacher's notes, both seemed less proficient in Italian than the other students, demonstrated understanding of the expression by appropriately utilizing it in the role play.

The role play continued, and at the end of the service compliance, Yuan asked for a "*macchiato.*" The teacher explained earlier that *macchiato* is usually an incomplete expression, if not preceded by the word *caffé,* therefore the best way of saying it is *caffé macchiato.* Li Jing pointed out the lack of completeness and suggested *caffé macchiato* as the best way of using this expression. Yuan, miming eating, then said *molto buono* adding the Italian gesture connected to food appreciation (rotating the index finger on the cheek). Both of these expressions and the gesture were previously introduced in the lesson but were not present in the SCOBA. By adding new expressions to the role play in the appropriate stage of the genre of the restaurant service encounter, Yuan demonstrated a growing conceptual understanding of the use of language and gesture in her performance.

4.3.3.3 *Yuan's conceptual understanding in the second task.*

The second task of the lesson of 04/12 was a picture-expression matching task. The teacher gave the students some images of different moments of a restaurant interaction representative of some stages of the genre of the service encounter in a restaurant. Then, she asked the students to match the images with possible expressions present in the SCOBA. The purpose of this task was to see if students were able to match language to particular stages in the service encounter genre introduced through the SCOBA. Yuan's work on the picture-expression

matching task is presented in comparison with the analysis of Li Jing in Table 15. The expressions used in the Table 15 were written by Yuan and Li Jing on their images (Appendix T shows an example of Yuan's writing on the picture-expression matching task).

Table 15. Expressions that Yuan and Li Jing used during task 2 lesson 04/05

Image	Yuan's SCOBA choices	Li Jing's SCOBA choices
1 image of an empty restaurant	*Salve, abbiamo prenotato un tavolo per due* [Hello, we reserved a table for two] Ha un tavolo? [Do you have a table?]	1 *salve* [Hello, formal] 2 *ha un tavolo?* [do you have a table?]
2 a receipt	*Il conto per favore* [the check please]	*Il conto per favore* [the check please]
3 a (wedding) cake	*Desidera frutta o dolce?* [would you like dessert or fruit?]Tiramisú della nonna	Desidera dolce o frutta [would you like dessert or fruit]
4 a person in the table with the menu and a waiter	*Ho una prenotazione a nome Yuan* [I have a reservation name Yuan]	*Cosa ci consiglia? - More than one* [What do you recomend ? – more than one]
5 a couple in a table and image of the waiter	*Abbiamo prenotato un tavolo per due*	*Ci da un altro minuto*? [can you give us a minute?]
6 a cup of Italian coffee	*Desidera caffé o amaro/ grappa?* (would you like coffee or liquor/grappa?) *Caffé macchiato*	*Desidera caffé o amaro?* [would you like coffee or liquor?] *Caffé macchiato*

Yuan and Li Jing completed the task matching appropriate expressions with the typified situation presented through the image, yet each of them present variations in their linguistic choices (i.e. image 5, Yuan: *abbiamo prenotato un tavolo per due* [we reserved a tables for two]; Li Jing *Ci da un'altro minute?* [can you give us another minute?]. As in Marie's case, Yuan and Li Jing

demonstrated conceptual understanding. They used lexical-grammatical choices (i.e. *Salve*, ***ha*** *un tavolo* where the use of the third person singular of the verb "***ha***" indicates a courtesy form) according to the Tenor of the situation and plural and singular option, which matched the number of participants in the picture. As in Marie's case, Yuan and Li Jing made different choices in the expressions chosen to match the picture, indicating their individual understanding of the elements of the SCOBA and their ability to make linguistic and sociolinguistic choices in carrying out the interaction in the typified situation. Unlike Marie, who gave only one correct expression present in the SCOBA matching each image, Yuan provided correct expressions present in the SCOBA while integrating and expanding these SCOBA expressions with other linguistic items. For example, in the picture of a cake, Yuan chose to respond to the waiter's question: would you like cake or fruit? with the answer *tiramisú della nonna* [grandma's tiramisu]. The only specific type of cake present in the menu that was given to the students to work was *tiramisú della nonna* indicating that rather than repeat the option given in the forced choice question, she could go beyond the question and provide a detailed description of what she wanted to order. Yuan was able to perform two actions in the appropriate stage of the typified situation: (1) Choose the appropriate expression from the SCOBA. (2) Personalize the expression of the SCOBA by adding a menu item.

4.3.3.4 *Summary of findings for RQ 3.*

Findings for RQ 3 suggest that classroom interactions allowed Yuan to perceive herself as part of a stress-free learning environment. When analyzing the two tasks proposed by the teacher in lesson 5, Yuan and Li Jing were able to complete a planned role-play with all the elements of the typified situation consistent with the Register (Field, Tenor, and Mode). They individually demonstrated conceptual understanding of the typified situation when completing the second

task, the picture-expression matching task pairing stages of the situation represented in the pictures with expressions of the SCOBA. Yuan also demonstrated conceptual understanding in the picture-expression matching task by integrating additional expressions that were introduced during instruction by the teacher but that were not present in the SCOBA.

4.3.4 *Genre and Register in the Study Abroad.*

RQ 4 How do adult beginners of IFL use the concept of the typified situation of a service encounter in an Italian restaurant and demonstrate an understanding of Genre and Register (Field, Tenor and Mode) during study abroad.

4.3.4.1 *Yuan study abroad: enthusiastic to use the language to meet people.*

Yuan's use of the Italian language evolved over time after her arrival to Italy. In the next section, I will present some examples of how Yuan perceived and explained her use of the Italian language while studying in Italy. Several episodes reveal Yuan's enthusiasm to use her limited linguistic resources in the study abroad context. The following excerpt from Yuan's first journal highlights her willingness to use the Italian language while in Italy:

Yuan's Journal Entry (05/05): I would first use Italian

> In the last few days, I had lots of opportunities to practice using Italian to communicate with people. The situation included restaurant, shops, and [on the] street. In most of the situation, I would first use Italian to greeting with both Italian and foreigners.

Yuan was openly willing to be the first to use the language, as explained in her profile (section 3.1) to meet people. She wrote in the same journal (05/05) that despite being able to use only some words or expressions, she was enthusiastic about using Italian. She included 'restaurant,

shops and street' (line 2) as 'situations' (line 2) in which she was able to practice her Italian showing that she was able to use the language in specific typified situations. Furthermore, she complained that in the restaurants the waitresses addressed her in English not letting her practice her Italian. "In most situation, the waitress would use English to communicate with me. That is one reason of I have less opportunity to use practice my Italian" (lines 2 and 3).

Similarly, Yuan also observed that the pre-trip language instruction gave her tools to understand and use the Italian language. "What I learned in the class help me understand the pronunciation better. And I found that I can understand some Italian words that I never learned before" (Yuan's Journal Entry 05/05) While Marie's language learning is something she expected, Yuan was surprised by how some previously learned elements of the Italian language helped her to mediate further learning. She had learned key words that helped her understand global meanings of sentences and guess the meaning of single words. This is an interesting finding because it demonstrates that even a short period of instruction before a study abroad trip can foster the students' language learning during study abroad. Yuan's third journal supports this finding is.

Yuan's Journal Entry (19/05): To my surprise, I understood!

1. I came across a group a people stayed in line at the front of a clothing shop last Tuesday. I stopped and wanted to see what they were lining for. Then an old man walked to me and wanted to explain to me what happened in Italian. I tried my best to understand him. To my surprise, I understood! He
5. said a famous Italian goalkeeper was in that shop, and people wanted to take pictures with him. It was a very special experience for me!

Many words that were not present in the SCOBA were introduced during instruction. For example, the words *calcio* [soccer] and *calciatore* [soccer player] were used when talking about clothing (class of 04/15) or the words *gente* [people] and *fotografia* [pictures] when talking about the restaurant (class of 03/29). All the words that were not present in the SCOBA were

used by the teacher in the context of the situations. Thus, Yuan found a non-typified situation in the clothing shop while in Italy and through the help of a native speaker and probably of the vocabulary studied during instruction was able to understand what this unusual situation was about. Noteworthy, understanding the situation made her feel this experience special.

While in Italy, Yuan was aware of her linguistic limitations, and yet she tried to understand her surroundings. She did not remove herself from the situation, she put into practice her conceptual knowledge of situations and to her surprise her limited understanding of the language allowed her to comprehend the situation. The experience and ability to understand beyond her own limitations was an important achievement for Yuan.

Although Yuan, in comparison to Marie, was at a different level of performance, she appeared to possess the tools to understand various analogous situations that involved requesting goods and services. Furthermore, Yuan felt that she was able to order a meal in Italian, and as in Marie's case, Yuan clearly demonstrated that she was able to order food while the researcher and the observer shadowed her in Italy.

4.3.4.2 *Yuan's study abroad: understanding of Field and Tenor.*

Unlike Marie, Yuan did not make specific comments in which it is clear her own understanding of the Register. Nevertheless, it is interesting to notice how Yuan contextualized each time the Field of the typified situation in which she is using the language. For example, in her second journal she explains her language use in clothing shops "I had few opportunities to go to clothing shop in the last week. The only experience is I went to a homemade shop and I talked with the owner of the shop in some Italian." (Journal, 05/12) In this excerpt Yuan feels the need to specify that is a small shop "homemade" and not an established shop and she was somehow able to use Italian.

While shadowing the students in Italy, the researcher noticed that Yuan was aware of the generic difference between the situations. For example, when she went to a book shop she was able to ask for the price (explained in 04/15 when talking about clothing) and in a bar she was able to ask for suggestions about an *aperitivo* (beverage that is usually drank before a meal). Moreover, from the notes of the second observer we learn that during the dinner observed for the purposes of this research, Yuan was able to order a whole meal showing confidence.

Observer's field notes from Italy

> At the restaurant I had the chance to observe her (Yuan), since I was sitting close to her: she studied the menu very thoroughly, pointing out and pronouncing out loud some words she could recognize from class, she ordered her own meal, she answered the waitress politely, she used greeting words as *Buonasera, Grazie, Per Favore e Prego* very easily and showing a certain confidence. At the very end of the dinner, she quite surprised me asking out loud "Il conto, per favore" to the waitress with a very confident tone.

Findings from the observation data suggests that Yuan used a very limited set of expressions present in the SCOBA and explained during the classroom but she demonstrated to use them in the adequate moment of the interaction. Although the lessons were very limited in time and in scope, the instruction given offered the participants conceptual knowledge of typified situations in the Italian language and culture that enabled them to be part of those situations interacting, even if in a limited way, with native speakers.

4.3.4.3 *Summary of Findings for RQ 4.*

In conclusion, Yuan, like Marie, perceived that she had acquired both conceptual knowledge of the typified situations and some linguistic and cultural tools that enabled her to become more comfortable with the use of Italian. Although she demonstrated a limited use of mainly formulaic expressions, she did not remove herself from interacting in typified situations. This demonstrated her ability to understand the structure of the Genre in specific situations. Also,

like Marie, Yuan's use of the information contained in the SCOBA allowed her to enter into interactions with native speakers, such as the waiter in the pizza restaurant.

4.3.5 Classroom instruction compared to study abroad.

R.Q. 4.1 How does the use of the SCOBA in the classroom context compare to the study abroad context?

Yuan's use of the SCOBA was substantially different in the classroom context compared to the study abroad context. Like Marie, Yuan depended mostly on the physical SCOBA in the classroom. In the study abroad context, she mainly recalled it 'as an image,' as she declared in one of her journals, indicating that perhaps the tool had been internalized and used to mediate her performance.

4.3.6 Yuan's SCOBA for the service encounter in a clothing shop.

R.Q. 5 Can adult beginners of IFL develop a SCOBA for a new social context, and, if so, how does the SCOBA design demonstrate conceptual understanding of the typified situation as part of a Genre and Register?

4.3.6.1 *Yuan's drawing of a SCOBA.*

In the last class, Yuan, was asked to create her own representation of a service encounter in a clothing shop (see Figure 3). Table 16 indicates how Yuan represented the various components of a service encounter in a clothing store.

Figure 5 Yuan's SCOBA for the Service Encounter in a clothing shop

Table 16. Elements of the SCOBA in Yuan's representation

Elements of the SCOBA (Haenen, 1996)	Yuan's representation
The intended output or result of an action	A customer buys a green dress
A model of the steps of an action as executed by an expert	Typical expressions for the situation (the red and green dashes indicate the turns of the speakers). Triangles indicate the beginning and the end of the service encounter.
The means of the action	The language and indication of the Genre stages necessary to interpersonally interact
The objects of the action	Acknowledgement that, in the service encounter, there is an exchange of goods for money. Someone needs to buy; someone needs to sell. It is represented in the drawing by the girl in a green dress
A general plan of action and the sequence of its operations	The sequence of actions is indicated by the speaker turns.
The chart representing the previous five components in such a way that it serves as a "tool of action."	See chart above

Yuan's drawing can be considered a SCOBA because, as shown in Table 16, Yuan represents all the elements necessary to orient herself for purchasing a dress in a clothing store. The SCOBA presents the output of the action (a customer that buys a green dress) and the means of the action (she present dialogues through which a customer can buy a green dress) as well as the object of the action (which is buying a green dress) and a chart that indicates the sequence of actions necessary to go to a shop in Italy and buy a green dress.

4.3.6.2 *Physical description of Yuan's SCOBA.*

Like Marie, Yuan was able to develop a SCOBA for a new context: a service encounter in a clothing shop. Her drawing was very simple, and she designed her SCOBA as a dialogue.

First, Yuan used the colors of the Italian flag to indicate the sequence of the interaction. Second, in the center of the interaction, she drew a figure in a green dress to indicate the object of the interaction. Third, the language options Yuan used were appropriate for the specific Register (Field, Tenor, and Mode) of the situation and gave a path to follow in order to buy a garment from the beginning of the interaction to the end. Unlike Marie, she wrote some words incorrectly, but the sequence of the service encounter followed the stages of the Genre, as will be better explained in the next paragraph.

4.3.6.3 *Yuan's understanding of the elements of the Genre of the service encounter in a clothing shop and its Register.*

Like Marie, Yuan represented all the main stages typical to the Genre of the service encounter in her SCOBA. The stages of the genre are: greeting, service initiation, service compliance, closing, and good-bye (See Appendix H). She indicated the linguistic exchange between the customer and the clerk with green and red dashes. She did not distinguish between the main and the optional elements of the Genre. On the basis of my analysis, Yuan decided that some elements were worth introducing into the conversation between the clerk and the customer (i.e. size and color of the dress) in order to obtain the intended output: buying the green dress. The Register used was consistent with the typical Register of the Genre of a service encounter for the clothing store situation. During the last lesson, when she was asked to explain how she organized her SCOBA, Yuan explained it as a story in which she was the one who wanted to buy a green dress: "I enter the store and we are greeting each other, and ahm, and the waitress asks *posso aiutarla*? [can I help you?] And I…." During her explanation, she personalized the situation demonstrating that she felt this new tool could help her perform the action of shopping in a clothing store.

4.3.6.4 *Summary of findings for RQ 5.*

Findings for RQ 5 revealed that Yuan was able to produce a SCOBA that represented the main elements of the Genre (greeting, service initiation, service enquiry, service request, request of clarifications, service compliance, closing, and good-bye) with some of the optional elements (request of clarification), while not making a distinction between main and optional elements of the Genre. Furthermore, she used the appropriate Register for the situation. Her SCOBA was very different from Marie's in terms of the complexity of the stages. In Yuan's SCOBA, there was a dialogue between her and a shop clerk nevertheless, she was able to develop this representation in a conversation with the different stages of the service encounter Genre in a way that oriented her and made her part of the situation.

4.4 SUMMARY OF FINDINGS CHAPTER 4

From the in-depth qualitative analysis that triangulated different data sources from classroom instruction and study abroad performance of eight participants, two cases, Marie and Yuan, were chosen and presented. Findings from both cases revealed that learners used the SCOBA as a learning tool with agency, transforming it according to their personal way of expression. Learners also demonstrated understanding of how to use linguistic and cultural concepts to orient themselves in classroom tasks and during their study abroad experience. Additionally, there is evidence that true beginner learners of Italian, after a 12-hour intervention, demonstrated confidence when using the language with native speakers, even if they recognized their limited knowledge of it. Interview responses also indicated that the participants perceived

the SCOBA as a useful tool for learning IFL. These findings lead to a discussion in three key areas: language learning, study of concepts, and study abroad.

5.0 CHAPTER DISCUSSION

In this chapter, I discuss about themes that emerged from the findings presented in chapter 4. Specifically, I organize these themes in three areas: (a) language learning and SCOBAs, (b) preparation for study abroad, and (c) the study of Genre and Register in a typified situation as functional concepts. I conclude by providing pedagogical implications and suggestions for future research.

5.1 LANGUAGE LEARNING: THE SCOBA AS A TRANSFORMATIVE TOOL

Confirming previous findings of studies on student reactions to this approach to instruction (Negueruela, 2003; Negueruela & Lantolf, 2006), Marie and Yuan reported that they found the SCOBA to be an effective learning tool. They worked willingly with the SCOBA during classroom instruction and referred to it during study abroad. Overall, they perceived the importance of the tool for their instruction. The same assessment was expressed by all the other members of the group, and all of them confirmed the effectiveness of the SCOBA as a learning tool.

In this study, students were presented with a ready-made tool, the SCOBA, for the typified situation of a service encounter in an Italian restaurant. By the end of the instructional unit, students modified and created their own SCOBAs. These modifications involved all the

personal transformations and information necessary to orient them to perform their own linguistic and cultural actions when ordering a meal in an Italian restaurant. These findings provide evidence and support of Negueruela's (2008) contention that when students become aware of their own learning process they become able to construct or co-construct their own meaning-making tools, a process that Newman and Holzman (1993) call "tool-and-result." This concept explains what occurred during the present study. The ready-made SCOBA that the teacher designed and supplied was the tool. This prepared SCOBA was then transformed by the students and, through their use of the tool, their learning and performance was the result. In this way, learning process and learning outcome were united.

The analysis of Marie's and Yuan's data demonstrated that the more the students learned about and used the tool, the more they transformed it to fit their own learning needs. In other words, the students' SCOBA was a form of mediation and became a tool for the tool maker. The students in this study refined their SCOBAs with multiple elements (e.g., translations, construals of the situations, directions to self, grammatical annotations, and new expressions) that helped them perform the linguistic actions required by the classroom tasks and later to communicate effectively with native speakers during their study abroad. Moreover, in this study students were able to create their own SCOBAs for a new typified situation after developing the theoretical knowledge about Genre and Register of Typified situations provided on the prepared SCOBA and addressed during classroom instruction.

As a tool for the tool maker, the students' SCOBAs for the typified situation of going to a clothing shop contribute to Talyzina's (1981) classification of possible types of SCOBAs. Talyzina (1981) explained that there are a variety of possible SCOBA types that can be categorized by three factors:

a) Generalization and concreteness: the SCOBA is used to orient students to find the solution of a specific task (called concrete) or to find the solution of a category of learning tasks (called general),

b) Presentation: the way in which the SCOBA is presented to the student and consequently, internalized by the student; it could be presented as ready-made, or it could be developed by the student with their teacher's guidance,

c) Completeness, the degree to which the SCOBA is able to provide, as completely as possible, the orientations to execute the particular action being learned.

From the combination of these factors emerge eight SCOBA types which are presented in Table 17.

Table 17. Haenen (1996) adaptation of Talyzina's (1981) Typology of SCOBAs

Eight SCOBA-types						
SCOBA Types	Degree of generalization		Degree of completeness		Way of appropriation	
	concrete	general	incomplete	complete	Ready-made provided	Guided constructed
1	+		+			+
2	+			+	+	
3		+		+		+
4		+		+	+	
5		+		+	+	
6		+	+			+
7	+			+		+
8	+		+		+	

While SCOBAs 1 to 4 were experimentally tested by Gal'perin and his colleagues, SCOBAs 5 to 8 were only theoretical possibilities (Haenen,1996). This dissertation contributes to the taxonomy of SCOBAs already identified by Talyzina (1981) by adding a category that includes independently constructed SCOBAs by the students. Students had a model of SCOBA for the typified situation of going to a restaurant, they knew how Genre and Registers work in a language (see Appendix B), and knew the vocabulary and recurrent expressions for the typified situation of clothes shopping. When students independently created their SCOBAs, they represented their new theoretical knowledge according to their own understandings and communicative intends. They realized this representation in a way that conceptually oriented them to the Genre-based interaction. When asked to explain the new SCOBAs for the clothing shop, Marie and Yuan were able to explain accurately the reasons why they chose the representation that they produced.

Students, as tool makers, continued refining and using the tool until they achieved self-regulation, could create their own SCOBAs about similar types of interactions, and no longer needed to refer to the physical tool during interaction. That is, students were able to apply the concept of Genre and Register in the typified situation of going to a restaurant and of going clothes shopping mentally without the help of the SCOBA. Also, during classroom instruction, they were able to use their theoretical knowledge in the new typified situation presented by the teacher, the service encounter in the clothing shop, to design a new SCOBA that oriented them in clothing shops in Italy.

As the data indicate, the use of the SCOBA allowed Marie and Yuan to exercise agency**,** i.e., the "mediated capacity to act" according to Lantolf & Thorne (2011), by transforming the tool to meet their own communicative needs and by creating new tools of action. Students'

personalization and internalization of the SCOBA happened while they were transforming the tool that they had previously learned and used, which then became individualized and useful to them in a different context.

5.2 USE OF THE FOREIGN LANGUAGE DURING STUDY ABROAD

According to Vygotsky (1978), human social and practical activity is the point of departure for human mental activity. Linguistic signs, as man-made cultural tools, are sociocultural and historical ways to mediate a person's relationship with the world and others in it. As Brooks and Donato (1994) affirm, "For Vygotsky, linguistic signs are used to organize, plan, and coordinate one's own actions or the actions of others" (p. 264). Through the pre-study abroad instruction conducted for this study, Marie and Yuan acquired conceptual knowledge of the use of the Italian language in a particular context that allowed them to coordinate and organize their own linguistic actions purposefully while abroad and in analogous contexts.

Marie's journals while studying abroad indicated that she was aware of the transformations she was mentally making on the SCOBA while she was in Italy. She understood that ordering in a small ice-cream shop instead of ordering in a formal restaurant presented differences in the Register and in the use of optional stages of the Genre that influenced the way she interacted with native speakers. Specifically, Marie was conscious of her thought processes unlike native speakers who are often unaware of how their language changes based on the situation and cannot explain clearly linguistic differences in their performance (Young 2009). In this way, Marie made clear that she understood Register variation. Halliday and Matthiesen's (2014) propose a continuum of language instantiation to explain how language is organized to

fulfill specific functions in human life. Marie's explanations ranged from the cultural, language as a system (when sitting at the café listening to table conversations of the customers) to the textual and how language should be used in the context of the situation (e.g., "then I used this type of language" or "I made this language choice"). Thus, while mentally using the orientation given on the SCOBA, students provided evidence of the use of the concept of Register from a cultural and textual perspective, transforming it according to the concrete situations that they encountered.

5.3 FROM SOCIALLY-ESTABLISHED MEANINGS TO PERSONAL SENSES

Another interesting point of discussion regards the use of the SCOBA as a sociocultural meaning-making tool. By using the SCOBA, the students acquired socioculturally-established meanings, which Vygotsky (1962) termed in Russian *znachenie*. Lantolf and Thorn (2011) explained that *znachenie* are conventional meanings that have been established by a community, in this case the probable discursive moves that are made when ordering a meal in Italian restaurants. As the findings of this study revealed, students annotated and transformed their SCOBAs during the completion of classroom tasks. Through their personal engagement in classroom tasks, students introduced new personal senses into the typified situation, which were made visible in their annotations on the prepared tool. Vygotsky (1962) termed the personal senses of a word as *smysl*. Lantolf and Thorne (2011, p. 74) explained that *smysl* are the word meanings that "reflect idiosyncratic understandings that absorb entire situations." Marie and Yuan did not introduce new expressions during the first two classes when learning the established social meanings and interactional patterns. Once they acquired the social meanings

and understanding of these interactions in context, they integrated the situation into their own understanding of the context so that the situation became theirs. It was no longer a FL student going to the restaurant following a prepared script. Now it was Marie, who expressed the desire to say that she liked the meal, and Yuan, who needed to say that she wanted more time to decide what to order. As explained in the analysis of the research question 3, while Marie worked in the group role play task she asked for an expression to demonstrate that she like the meal. Yuan also requested an expression for asking for more time to decide what to order. Both the students personalized their SCOBAs according to the senses and the meanings they wanted to express.

5.4 STUDENTS' DEVELOPMENT FROM OTHER-REGULATED (PHYSICAL SCOBA) TO SELF-REGULATED (MENTAL IMAGE OF SCOBA)

Although other studies have not specifically addressed the use of the SCOBA for assisting students within specific contexts of oral interaction in foreign language classes, the discussion of this study regarding language learning resonates with other studies that applied a concept-based approach to FL instruction (Garcia, 2012; Herazo, 2014; Henery, 2014; Negueruela, 2003; van Compernolle, 2011). Through the experiences of Marie and Yuan, it was possible to trace the internalization and control of functional concepts through the use of the SCOBA to foster L2 performance with native speakers of Italian.

The analysis of Marie's and Yuan's use of the SCOBA demonstrated that even though they had different levels of oral performance, both learners changed the way they used the tool. During classroom instruction, they used the physical SCOBA as a means of object-regulation to guide and direct their linguistic actions; during the study abroad, they used it mentally as a

means of self-regulation. The same can be asserted about the other students that participated in the research. Students demonstrated the ability to self-regulate based on internalized discourse moves provided by the original SCOBA and the students own personal meanings that they later added to the tool.

This finding lends support to the claim that the study of SCOBA use by students across time allows researchers to track discourse development from object-regulated (dependence on the SCOBA) to self-regulated interactions (mental image of the SCOBA) (Vygotsky, 2012; van Compernolle, 2011). It is through a chronological study of students' SCOBA use, such as seen in this study, that one can observe the mental-orienting activity (Haenen, 1996), made visible through the personal transformations that students made to the instructional tool.

Further evidence of students' self-regulation is seen on the SCOBAs created by the students as the final task of the study. Marie and Yuan demonstrated the ability to create a SCOBA for a typified situation that differed in Field and Tenor (i.e., a service encounter in a clothing shop). On their SCOBAs, Marie and Yuan developed all the elements of the service-encounter Genre for this situational context, demonstrating their conceptual understanding of Register variations in that typified situation, discussed in more detail below.

5.5 GENRE AND REGISTER AS CONCEPTS FOR CBI INSTRUCTION

In this study, I used the concepts of Genre and Register as described in SFL for the typified situation of a service encounter in an Italian restaurant. To my knowledge, most of the concepts explored in the CBI literature until now have focused only on one specific feature of the language taught, either pragmatic (e.g., terms of address) or grammatical (e.g., aspect in past

tense narration). Studies of the application of CBI to sociopragmatic concepts ranged from a focus on the concepts of orders of indexicality, self-presentation, and social distance in the use of the French pronouns “tu” and “vous” (Van Compernolle, 2011; Henery, 2014) to Kim’s (2013) interpretation of sarcasm in discourse. Other studies (Negueruela, 2003; Garcia, 2012; Garcia Frazier, 2013) applied CBI in teaching discrete grammatical concepts, such as aspect, tense, and mood in Spanish. The advantage of incorporating SFL into CBI instruction is that SFL unites pragmatic and contextual matters with grammatical aspects of language, avoiding the artificial division between pragmatics and grammar. The premise that sustains SFL’s theory of language, and, consequently of grammar, is that the structure of language is completely linked to its social function and purpose and the context in which it is produced (Bawarshi & Reiff, 2003). From this perspective, language, grammar, and pragmatics are united in the concepts of Genre and Register used as a foundation for instruction, which are visualized in the form of SCOBAs.

The findings revealed how Marie and Yuan demonstrated understanding of the use of linguistic and cultural concepts in classroom tasks and during their study abroad experience. This understanding was externalized in their written annotations on the SCOBAs. A closer look at Marie’s annotations in the SCOBA showed, for example, that she was able to identify a few grammatical patterns in the expressions provided on the SCOBA. The more she learned how to use the SCOBA and the language of the SCOBA, the more she grasped rudimentary grammatical aspects of the language. Even Yuan, who generally made fewer annotations on her SCOBAs than Marie, made two grammatical annotations on the SCOBA during one group work task. Interestingly, students also made translations of situations that, as explained in the findings in chapter 4, were not simply word-by-word translations but linked to contextual clues, i.e., how and where something is done. The example of the students’ annotations supports what has been

discussed above. The use of concepts from SFL avoided the separation between the pragmatic and grammatical aspects of the language learned. For the concepts of Genre and Register in the typified situation of a service encounter in an Italian restaurant, students were simultaneously learning the language and how to use it in a culturally appropriate way. Furthermore, students' purposeful use of oral texts in the specific context of study abroad is a consequence of the orientation given by the SCOBA use and the CBI pedagogy adopted during classroom instruction.

In this research, the SCOBA was not designed to make grammatical choices or develop a particular grammatical concept, such as had been done in previous studies. The SCOBA created for this study was intended to develop the SFL concepts of Genre and Register in the typified situation of a service encounter in oral interaction. Analysis of the data demonstrated how successful it was to apply CBI and SCOBAs to one essential aspect of FL instruction: oral interaction based on the sociocultural purpose (Genre) and the nature of the interaction (Register). The teaching of Genre and Register in typified situations via a culturally sensitive approach connects to the culture goal in the foreign languages standards (National Standards in Foreign Language Education Project, 2015). Through the SCOBAs designed for this study, the students observed the culturally specific discourse practices of the typified Genre developing an awareness of the cultural meanings and perspectives that these practices imply.

5.6 PRE- STUDY ABROAD PREPARATION AND INSTRUCTION

While studying in Italy, Marie and Yuan revealed that they were able to order a restaurant meal in a culturally appropriate way and expressed confidence in their interaction with native

speakers. The discussion thus far leads to another important point regarding study abroad: the importance of pre-study abroad preparation and instruction (Allen & Dupuy, 2012; Block, 2007; Goldoni, 2015; Kinginger, 2009, 2013.) Classroom instruction before study abroad is beneficial for awareness and the development of discursive practices while in a foreign country, as Kasper and Rose (2002) have pointed out. In this dissertation, there is evidence that teaching specific Genres and Registers of typified situations before study abroad helped students to understand Register variations for requesting different goods and services while abroad. Data gathered for this study provided evidence that Marie and Yuan were able to identify a range of typified situations that required requesting a service. Buying food at a street vendor, purchasing shoes at the leather market, buying gelato, or requesting tickets for visiting a museum were typified situations that were not presented in the classroom. However, students demonstrated the ability to understand the connection to what they had learned in class and to adapt their language to similar interactions in these new contexts.

Furthermore, during the study abroad, students were also able to recognize non-typified situations. For example, Marie explained she was able to identify changes in the discourse moves for different situations, such as service encounters at a leather market or with street vendors. While Marie was able to move confidently in situations that were typical of requesting goods and services, even if these interactions were not in the restaurant or in the clothing shop -- situations that had been introduced and explained through the SCOBA in the classroom-- she found herself less confident when the situation was atypical, such as reacting and complaining to a salesperson who was quite slow when selling tickets for the bus. This point is relevant to understanding the CBI approach to FL education and the use SCOBAs. Students' recognition of the diversity of Genres and Registers between typified and non-typified situations demonstrates that the students

developed a metacognitive understanding of what they could and could not do. This awareness may have the potential to help students set goals for future foreign language study. From a pedagogical perspective, raising students' awareness of their own learning process through the identification of different Genres and Registers in the language may foster students' confidence in their language use, encourage goal-setting for language learning, and show them a pathway to future foreign language study.

Researchers have demonstrated that students develop skills during social interaction, and students gain conversational autonomy through the use of formulaic language during study abroad (see Kinginger, 2009, for a review of studies; Boers, Eyckmans, Kappel Stengers & Demecheleer, 2006; Wood 2015). In this study, formulaic language pertaining to the typified situation of a service encounter in an Italian restaurant was presented to the students during classroom instruction as an illustration of the Register used in the different stages of the typified situation. As explained in the analysis section, Marie and Yuan, who had never studied Italian before their instruction for a study abroad trip, felt empowered by the fact that these Italian formulaic expressions allowed them to begin to understand how typified situations unfolded linguistically and culturally. This sense of empowerment led them to be willing to participate in interactions with native speakers while in the foreign country. As McIntyre (2007) explains, the "willingness to communicate" represents a psychological function of being ready to interact in the FL when a situation requires it, such as during a study abroad experience. Willingness to communicate is an evolution of the student from a FL learner to a FL user. As the findings of this study have shown, Marie and Yuan were willing to speak Italian in the classroom tasks and while in Italy. They used the physical copy of the SCOBA provided with language instances that represented each stage of the service encounter in the restaurant to complete classroom tasks.

The students also added expressions to the SCOBA that transformed the tool according to their own communicative needs. When they were abroad, Marie did not use the SCOBA as it was laid out on paper. Rather, the contents of the SCOBA became psychological tools for concrete situations and her own speech acts with native speakers. In these situations, both students demonstrated a willingness to communicate in Italian with native speakers. Marie's explanation that, when abroad, she changed the SCOBA while she was speaking according to the situational context is evidence of how her linguistic performance in Italy was explicitly linked to the concept of Register variation on the SCOBA. Thus, this pre-study abroad program using CBI and visualized in SCOBAs about typified situations, as was done in this study, supports students' agency and sense of empowerment as demonstrated by their willingness to communicate during study abroad.

5.7 A COROLLARY TO THE DISCUSSION: SELF-REGULATION AND AFFECTIVE DEVELOPMENT

A corollary to the discussion thus far is that, during language learning, cognition and emotion are inseparable (Swain, 2011). Vygotsky (1999) theorized about the connection between higher mental processes and the development of higher emotions. From a Vygotskian perspective, higher emotions are not purely instinctive, automatic reflexes but are part of the conscious activity of a human being when interacting with the sociocultural context in which the person is immersed. For example, a person's feeling of satisfaction when solving a problem correctly is not an instinctive emotion but it is inextricably interconnected to the individual's social world (e.g., praise and encouragement from others; social recognition) and cognitive

aspects of the person (e.g., self-awareness and evaluation of one's ability to solve the problem), (Vygotsky, 1999). The importance of the interconnectedness of the development of cognition and emotion can be seen in the early studies on the application of CBI. For example, Gal'perin and Talyzina (1961) concluded their study of the development of elementary geometric concepts by affirming the importance for students of acquiring their own point of view and confidence in their performance:

> 1 He [the student] finds himself in the position of a person who knows what should be done, and understands how to do it; he also understands that the work is of value, as he can see from the teacher's attitude to it. Although the task itself represents work for the child, it leads him successfully to his goal.
> 5 It is therefore not at all surprising that when taught by this method [CBI], the children begin to take part in the work very actively and willingly, whereas previously they were at best indifferent to it, or else showed actual displeasure, as though the work were definitely disagreeable. (Gal'perin & Talizina, 1961, p. 271)

Similar observations can be made in the data analysis of this study. As discussed, Marie and Yuan expressed on numerous occasions their feelings of satisfaction while being able to use Italian in the classroom tasks and, particularly, while interacting with native speakers. Even though they were true beginners learning Italian, they were willing to use the language in the classroom and abroad and felt proud of their accomplishments. All the interactions analyzed in this dissertation present a unity of cognitive and affective processes that emerged in different contexts.

Students also had to deal with a sense of struggle. This struggle is one of the main elements of a concept of Vygotsky's later thinking on *Perezhivanie.* The translation of this term has been the object of many interpretations and misinterpretations (Blunden, 2016). A working definition of the term derives from Blunden's (2016) citation of Vasilyuk, who sees *Perezhievanie* as the lived emotional experiences generated when overcoming a struggle during

specific events and activities. In my interpretation of this concept from a pedagogical perspective, *Perezhievanie* is the affective tension that leads to making sense of situations that, in turn, leads to learning and development. For example, from the moment Marie arrives to Italy she wants to communicate in Italian "I have attempted to use Italian but have found that it is difficult to do this as an American, as most people speak English to me." Marie explicitly reflects this tension in her journal entry in which she explains her attempts to use Italian while native speakers of Italian prefer to speak English with her. Marie overcomes her struggle by her willingness to continue to communicate in Italian. She states "however, by pushing myself I have been able to use more and more of the language as I continue to explore the city and surrounding areas." Marie does not abandon her attempts at using Italian, but rather continues to try to use the language even when native speakers of Italian respond to her in English. In successive journal entries, she describes how she is able to speak Italian with native speakers and involve them in helping her when she does not have the words necessary to express herself. She states "At one restaurant, I tried to say the name of the dish in Italian and stumbled but the waiter said yes, you're ordering in Italian, and made sure I said every word correctly before moving to the next person." (Marie's journal, 21/04).

Interpreting the data present in this study through the lenses of the concept of *perezhivanie* allowed me to notice how the students had to pass through this emotional tension to learn the orienting bases of action presented by the SCOBA to perform in the classroom tasks and to be able to use the language with native speakers. Marie and Yuan also felt frustrated when they were not able to interact in atypical situations in Italy. They struggled while trying to find key words to interpret the situations. They were challenged, and sometimes, they succeeded. For example, Yuan understood, based on key words that she heard and recognized when talking with

a native speaker, that a soccer player was signing t-shirts in a shop. At other times, Maria and Yuan thought they were not able to interact in a given situation. For example, Marie was frustrated when in line to buy bus tickets because she did not understand people complaining about the slow cashier. As Marie's example demonstrates, her struggle led her to understand the limits of her learning. This realization of what she did not know may have allowed her to set goals and a learning agenda for what she needed to know to continue to grow in her language proficiency (Swain, 1988).

5.8 CONTRIBUTIONS OF THIS STUDY

5.8.1 Contributions to the Field of Foreign Language Education

Despite the limitations of this study, such as the small number of participants, the short duration of the instruction, and the lack of any formal assessment to measure learning, this study contributes to the field of foreign language education. I divided these contributions into three areas: contributions to theory, teaching practice, and study abroad programs.

5.8.2 Theoretical Contributions

At a theoretical level, this research expands CBI theory, demonstrating that SCOBAs are tools that initially guide students in oral interaction and later may be transformed by students according to their own communicative needs and their construal of various situational contexts. Students personalized their SCOBAs by annotating them, thus revealing how they developed and

understood the concept associated with the typified situation, how they united context and language, and how they went about learning the Genre. In short, student annotations provided a window into their language learning. For example, Marie's and Yuan's use of gestures (rotating the finger on the cheek) for indicating 'good,' together with the linguistic expression *buono* [good], indicated one aspect of their cultural knowledge and how it is linked to their language use. Indeed, through the examination of students' SCOBA use, it is possible to see how the awareness and control of functional language concepts unfold in a FL classroom.

This research contributes also to expand the use of the Genre-based approach to teaching FL in the use of typified oral genres to study FL. While examples of particular Genres have been extensively used to teach writing (e.g. Martin & Rose, 2007; 2008) they have been less used to teach oral interaction. To my knowledge only Herazo (2014) made use of oral Genres to teach FL. The contribution of this study can be seen in the use of the concept of typified situation that allowed me to present the students with the description of the oral Genre and, at the same time, with examples of the typified Register for that Genre. The union of these two elements allowed me to teach the concept and also the instances of language necessary to communicate in specific typified situations. As in Herazo's study, the union between concepts in SFL and CBI pedagogy, and in particular the use of SCOBAs designed using this framework, was suitable for the development of discursive practices during instruction and in study abroad.

5.8.3 Contributions to the Teaching Practice

From the perspective of teaching practice, two important implications from this research can be made. The first implication regards the importance of planning SCOBAs as pedagogic tools for use during CBI. SCOBAs are tools that allow teachers to orient their students to foreign

language use and develop positive attitudes toward learning in their students, in particular to the use of concepts and language associated with a particular Genre and Register. SCOBAs foster students' performance in classroom tasks and, eventually, when studying abroad, make students feel confident and excited about their language use as the students' reactions revealed.

The second implication regards the use of SFL as a complement to CBI for explaining grammatical, syntactic, and lexical choices. The SFL concepts of Genre and Register in one typified situation allowed the teacher to introduce students to both the cultural and linguistic aspects of the foreign language. This conceptual unity between culture and language allowed students to choose how to use meanings at three different levels: ideational, interpersonal, and textual. At the ideational level, students were able to identify the Field of the Register, that is, the contents and flow of information of the interaction. Students learned explicitly that, if there is a change of Field, there will be a change in the language choices that they will need to make. At the interpersonal meaning level, students were able to identify the Tenor of the Register, for example, the degree of formality or informality when speaking to others. Students learned explicitly the expected cultural and linguistic behavior of the people involved in an interaction according to their established roles of the foreign country. They learned that their lexico-grammatical choices affected the way the discourse moves unfolded and the way people with whom they interacted view them. Finally, at the textual meaning level, students were able to understand the Mode of the Register. They were able to experience that the way they had organized text made them more effective or less effective according to the contexts of use. Furthermore, knowing how the discourse moves of the Genre evolved in context gave the students a way to use the language purposefully. This approach to language as a system of meanings in context, in contrast to a series of language rules for well-formed words and discrete

grammatical features, allowed students to engage in concrete interactions to complete classroom tasks and to interact with native speakers in the foreign country.

5.8.4 Contribution to the Study Abroad

A final consideration regards study abroad. This research confirms Young's (2009) claim that specific pre-study abroad instruction utilizing CBI and SFL can support the development of discursive practices during study abroad. During pre-study abroad, CBI instruction that promotes conceptualizations based on a systemic functional linguistic analysis of particular Genre and Registers supports students' performance in classroom tasks. The findings of this study demonstrate that SFL is a viable theory to complement CBI in instruction before study abroad. The consequences of this instruction before study abroad is that students were willing to communicate with native speakers in the foreign language and that they were able to do so in a culturally appropriate way.

To conclude my discussion, I would like to return to an aspect that I presented in the introduction to this study. The research conducted in this study reveals that pre-study abroad CBI for the concepts of Genre and Register in typified cultural situations can foster students' awareness of the relationship between cultural practices, products, and perspectives, the cultural goal area of the Standards in Foreign Language Education project (National Standards in Foreign Language Education Project, 2015). Through the SCOBA designed for this intervention, students were made aware that, in a foreign country, cultural practices specific to a situation happen linguistically and culturally in ways different from their own. The language that is used in different situations is not merely a textual translation of what students would say in their first language in a similar situation but depends on three factors (Field, Tenor, and Mode) that when

combined express different types of cultural meanings. Additionally, many of the situations that people experience occur through a probabilistic sequence of cultural and linguistic actions. Thus, the perspective from which certain situations are seen in the FL culture is made visible in the SCOBA through a system of linguistic choices that are not a fixed script but options provided to users based on their own decision making in the context of the situation. The analysis of the data of this study revealed that linguistic choices can be transformed and personalized by the students according to their communicative needs within culturally practiced meanings.

5.9 FUTURE RESEARCH

The discussion presented in this chapter raises important points regarding the use of concept-oriented tools, such as the SCOBA, in a FL classroom. The study also shows how pre-study abroad FL instruction using a CBI framework and SFL concepts is beneficial for students' FL performances in the classroom and during their study abroad. Further research on this approach is needed in order to assess students' learning and development during classroom instruction and study abroad. For example, in this study, no independent assessment was given on the students' ability to interact in the typified situation. How, then, would students perform during an independent formal assessment is a worthwhile research question. The answer to this question will provide additional evidence to the findings of this study. A study with a comparison group would be helpful to understand the difference between CBI instruction and students' performance while abroad with more traditional approaches to FL instruction, such as the use of scripted textbook dialogues before the study abroad experience.

Regarding SCOBA use, research could compare the SCOBAs as a dynamic graphic organizer that provide choices with other classroom instruction tools used in FL teaching, such as static graphic organizers. Moreover, research could explore students' understanding of the SCOBA as a tool for classroom instruction and as a tool per se, i.e. how do students understand and make sense of the flowchart? It would also be interesting to understand how students interpret the different components of the SCOBA, for example the arrows in the flowchart and the linguistic options provided.

Some researchers have referred to the SCOBA as an orienting map (Carpay, 1974; Haenen, 1996). The SCOBA created for this research was structured as a flowchart that can be used by the students to orient themselves to interactions in Italian during service encounters. In the CBI literature, many types of SCOBAs have been used. For example, van Compernolle (2011) and Yanez- Prieto (2008) used images accompanied by a short text. A question that can be asked based on this study is whether students would annotate or change their SCOBAs in the same way when the concept is expressed in images. In other words, does a SCOBA based on images provide students with the same flexibility for modification as a flow chart? Further investigation is necessary to evaluate the students' use of SCOBAs to determine if various types of SCOBAs provide the same opportunities to students to personalize and transform them based on their learning needs.

Further research is also needed to assess if the idiosyncratic meanings of situations, i.e., *smysl*, when a more complex concept is involved. It would be valuable to understand if students, as they develop in their language use in typified situations, continue to personalize their way of expressing meaning and, if so, how. For example, how will students express personal senses for a different situation, such as a formal meeting, when speaking to university professor, or when

explaining a complicated set of directions? Additionally, it would be interesting to understand if, in more complex situations, students would abandon using the SCOBA and prefer to follow a pre-scripted performance.

This dissertation investigated students who attended only 12 hours of a pre-study abroad Italian course that was limited in preparation to how typical situations occur in Italy at the level of Register and Genre. The results of this study encourage the creation of an entire curriculum based on typified situations of increasing complexity in Genre and Register, such as speaking with a professor, asking for directions, introducing oneself, or being able to explain a health issue to a doctor. Using an CBI curriculum based on different Genres and Registers, students would be more aware of the intersections of Genres and Registers in different typified situations.

5.10 CONCLUDING REMARKS

I was asked to teach an Italian course for MEd students that were going to spend one-month in Italy for a study abroad program. I had a very limited amount of time to teach this course, twelve hours to be exact. As I planned instruction for the short course, I knew that using traditional Italian textbooks would be too extensive and not give students the practical skills that they needed to learn in a short amount of time before the trip. As I thought about the limited time factor, I assessed Gal'perin's CBI as a time efficient way of teaching specific language concepts.

Moreover, reading the literature, also allowed me to examine dissertations that illustrated SCOBAs used by students (e.g., Herazo, 2014). From my perspective, the most interesting element of these students' SCOBAs were their annotations. Examining annotations allowed me to notice the fact that the SCOBAs themselves had not been investigated specifically

in the CBI literature and that, as a pedagogic tool, SCOBAs were meant to be used actively by students. I found that CBI and the SCOBA as a learning tool were an interesting topic of investigation. However, a theory of language also needed to be applied to use SCOBAs as a pedagogical tool in a FL classroom. Halliday's (1993) conception of a language-based theory of learning inspired the basis for a SCOBA that combined Gal'perin's CBI and Halliday's SFL theory of Genre and Register in typified situations. Further, Halliday (1993) argued that adults usually use typified, ready-coded, instances of language in routinized situations. These routinized instances become part of the system of language that forms "a system-text continuum, a meaning potential in which ready-coded instances of meaning are complemented by principles for coding what has not been meant before" (p. 105). The idea of combining CBI and SFL to investigate beginner learners of Italian thus became the basis of this study.

The results of this dissertation confirmed that SCOBAs and CBI pedagogy integrated with concepts from SFL are useful for FL classroom instruction before study abroad. However, a few final considerations are in order. First, a credit-awarding foreign language class would require formal assessment while this course did not. The lack of a formal assessment requirement and the need to grade students' performance created a more relaxed atmosphere in the classroom and allowed for more time to practice. Second, it was a rewarding experience for me to be able to witness how students from the first hour of class were able to perform in Italian during study abroad. As a teacher and as a researcher, this study made me realize the potential of CBI pedagogy, and how I can use this approach in my own foreign language classes in the future.

APPENDIX A

SCOBA FOR A SERVICE ENCOUNTER IN AN ITALIAN RESTAURANT

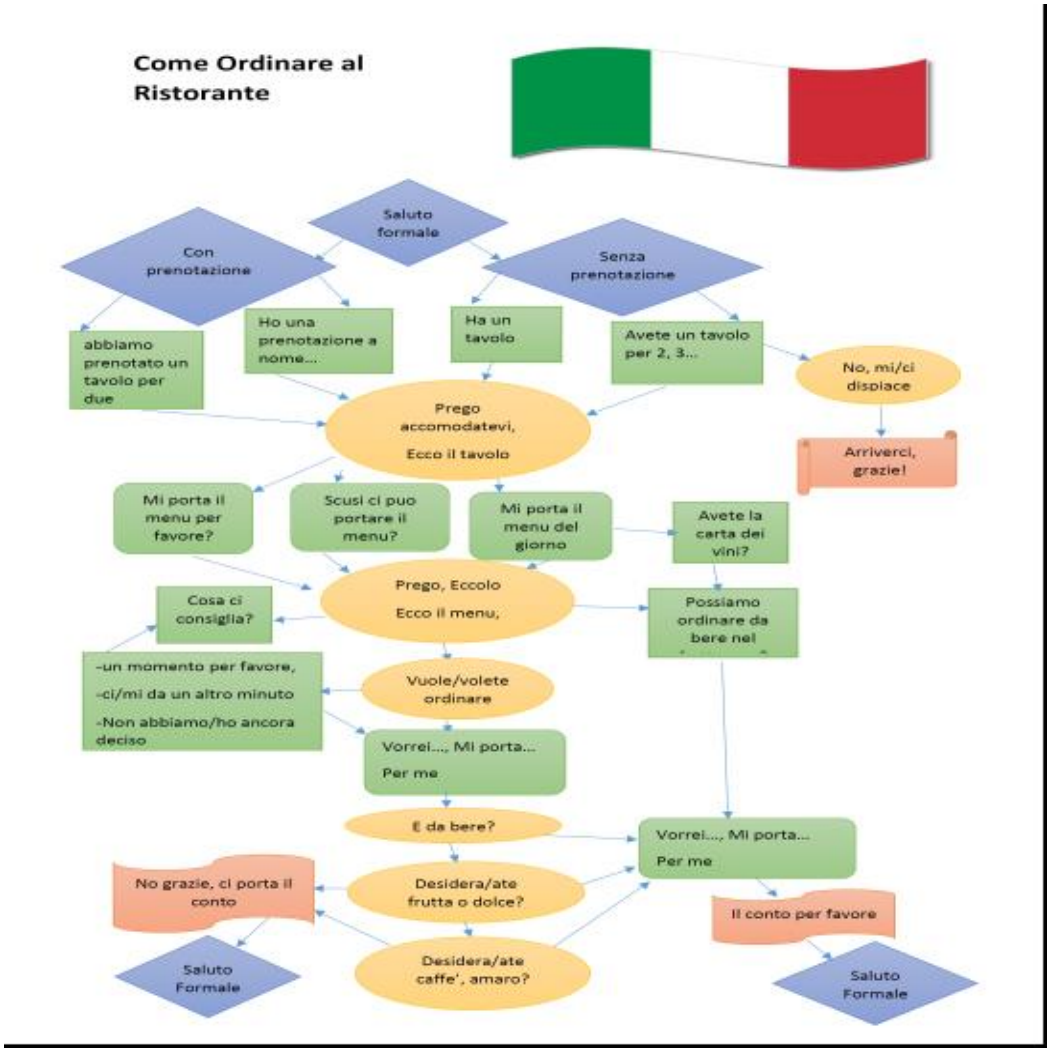

Figure 6 SCOBA for a Service Encounter in an Italian Restaurant

APPENDIX B

SCOBA FOR THE GENRE AN REGISTER OF THE S.E. IN A RESTAURANT

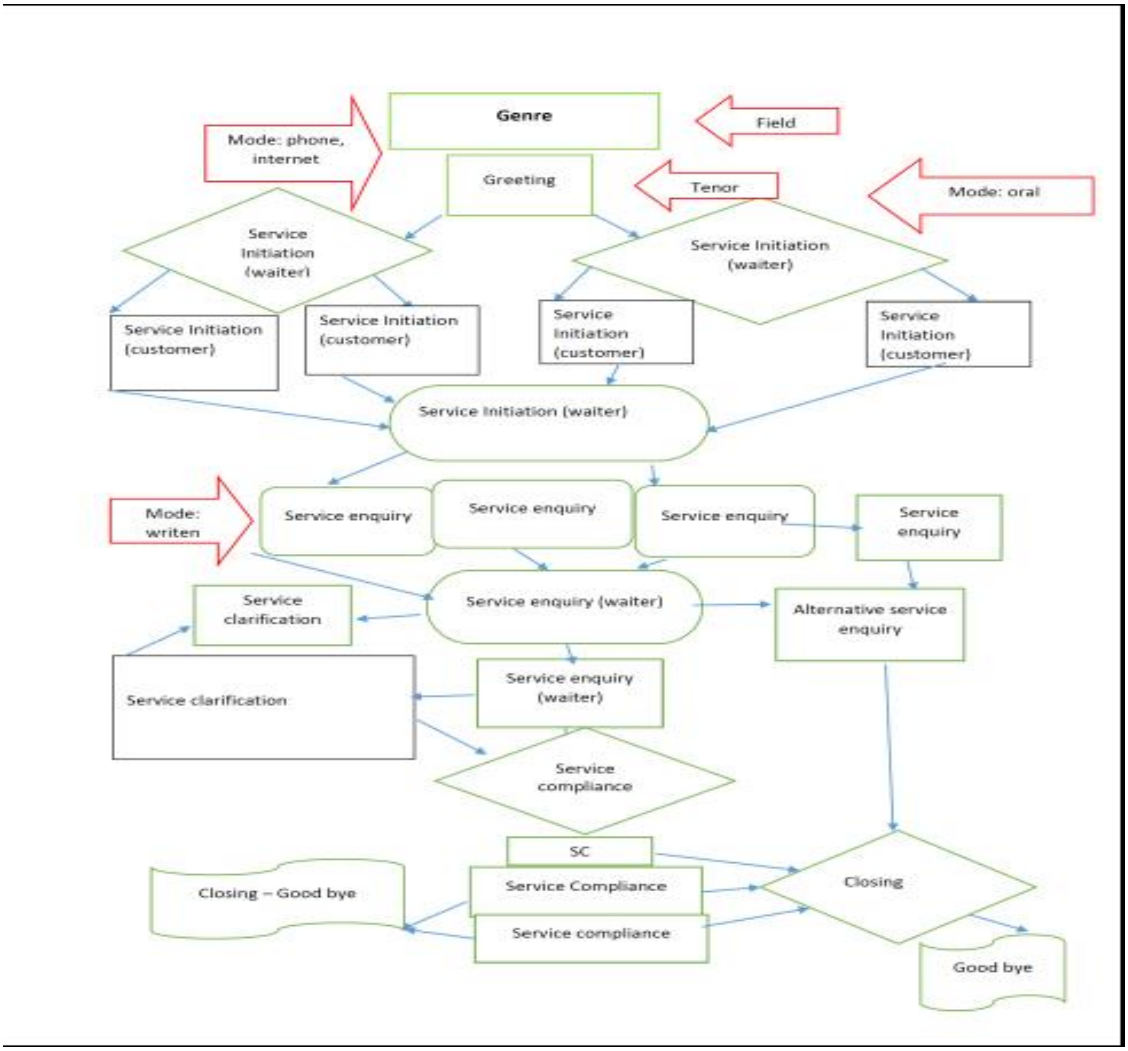

Figure 7 SCOBA for the Genre and Register of the Service Encounter in a Restaurant

APPENDIX C

SCOBA FOR EXCHANGING INFORMATION IN ITALIAN

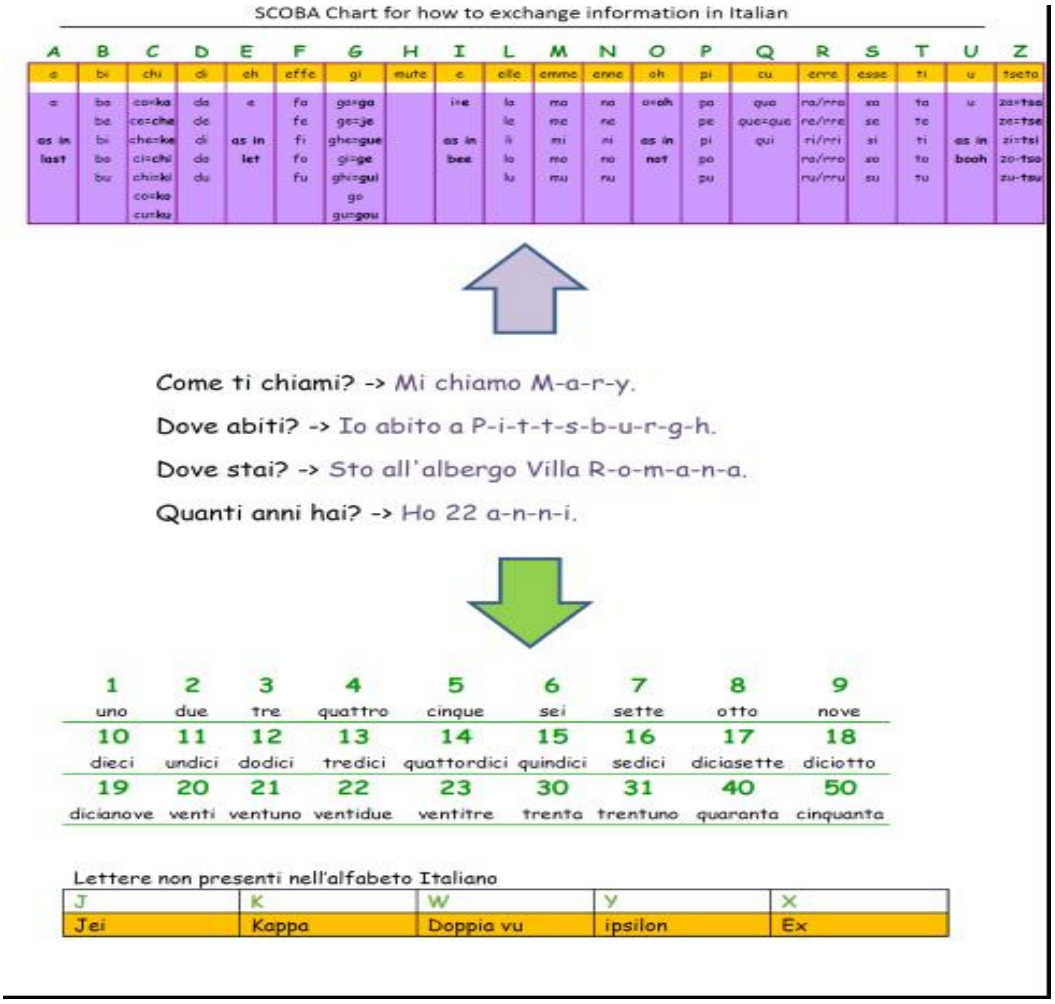

Figure 8 SCOBA for exchanging information in Italian

APPENDIX D

SCOBA OF GREETINGS ACCORDING TO THE INTERLOCUTOR

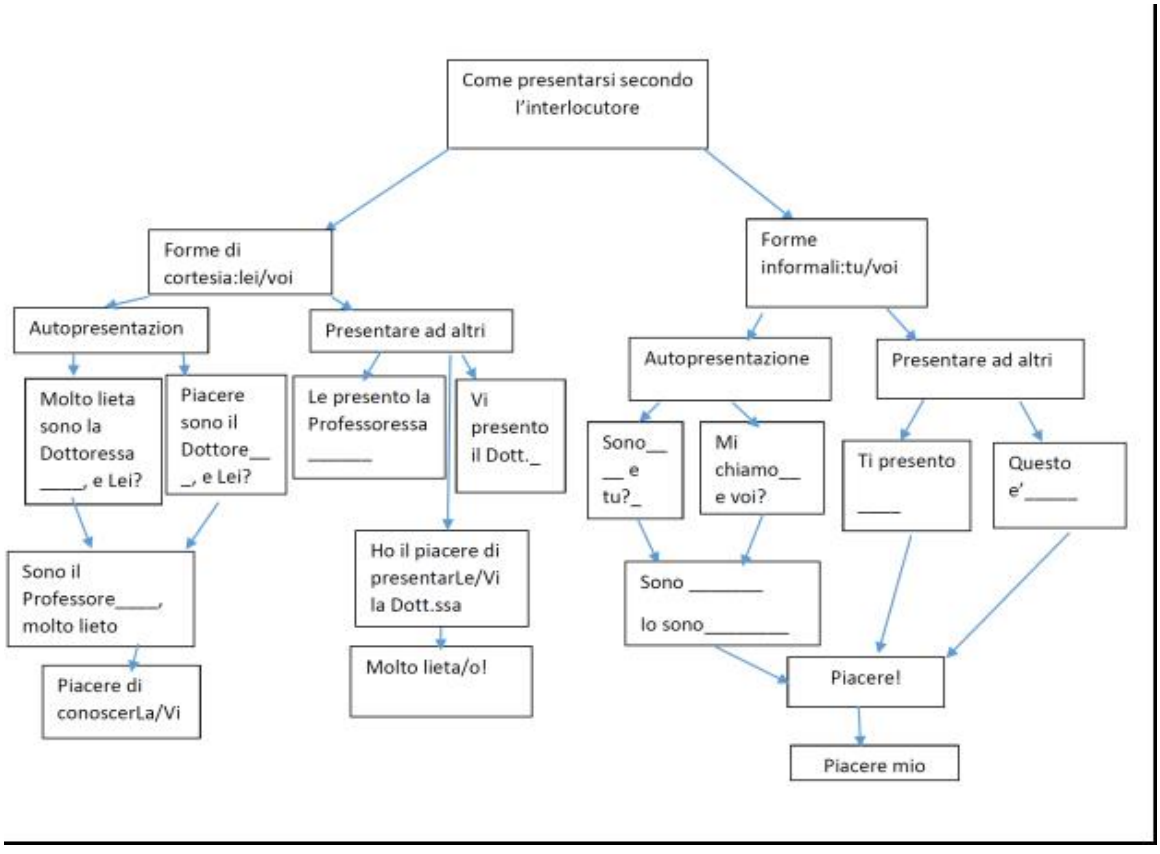

Figure 9 SCOBA for Greeting According to the Interlocutor

APPENDIX E

BIOGRAPHICAL AND LANGUAGE QUESTIONNAIRE

Name: _____

Age: _____ Gender: _____

Program in which you are enrolled: _____ Year:_____

First Language: _____

1. Before this course, did you study Italian in high school or college?

2. If your answer was yes, up to what level? How many years/semesters?

3. Do you think that studying a Foreign Language is important for you? Why?

4. Do you have experience of studying/ living/traveling abroad? Do you remember when, where and for how long?

5. Why do you want to go to this study abroad experience?

6. Why would you like to have basic elements of Italian before your study abroad experience?

7. What are your expectations from this short Italian course?

8. Would you like to continue studying Italian?

9. Have you studied other Foreign Languages? If yes which?

10. How was your experience learning this language/s?

11. Did you have any experience relating to a person that spoke another language and did not speak your language? How was it?

APPENDIX F

SEMI-STRUCTURED INTERVIEW PROTOCOL

(The questions will be asked only depending on the course of the interview flow, eventual improvised questions could be used to follow the conversational tone of the interview)

Question 1

Have you ever studied other languages?

Follow up questions for question 1

How would you describe learning this (these) language(s)?

Would you consider yourself proficient in the language (s)?

Question 2

What was your first impression when you started to learn Italian?

Follow up questions for question 2

Did you enjoy the experience of studying Italian?

What did you enjoy most about these classes?

Question 3

Do you feel you acquired some new Italian language skills?

Follow up questions for question 3

Do you feel your comprehension increased?

Do you feel your production increased?

Question 4

Explain your experience using the SCOBA?

Follow up questions for question 4

Did you find it easy or difficult to use?

Why did you find it easy? Why did you find it difficult?

Question 5

How would you rate your confidence (from a scale from 1 to 5, 1 being not confident 5 being very confident) in using the restaurant terminology learned?

Follow up questions for question 5

Why did you choose this rating?

Do you think you will be able to use language without the SCOBA?

What did you find useful and what difficult? What are you able to do without the SCOBA?

Question 6
How did you find the group discussion during the classroom formation?

Follow up questions for question 6
Did you find the group work useful?

How was it helpful?

Question 7

Describe the process of planning the answers in your tasks?

Follow up questions for question 7

Did you repeat the questions in your mind as you were finding the answers?

Did you rehearse your answers?

Were you formulating the answers in English or in Italian?

Question 8

After this experience, would you like to continue studying Italian?

Follow up questions for question 8

Why yes or no?

Do you think it will be different with another teaching method?

Easier?

More difficult?

APPENDIX G

APPRAISAL ANALYSIS STRUCTURE

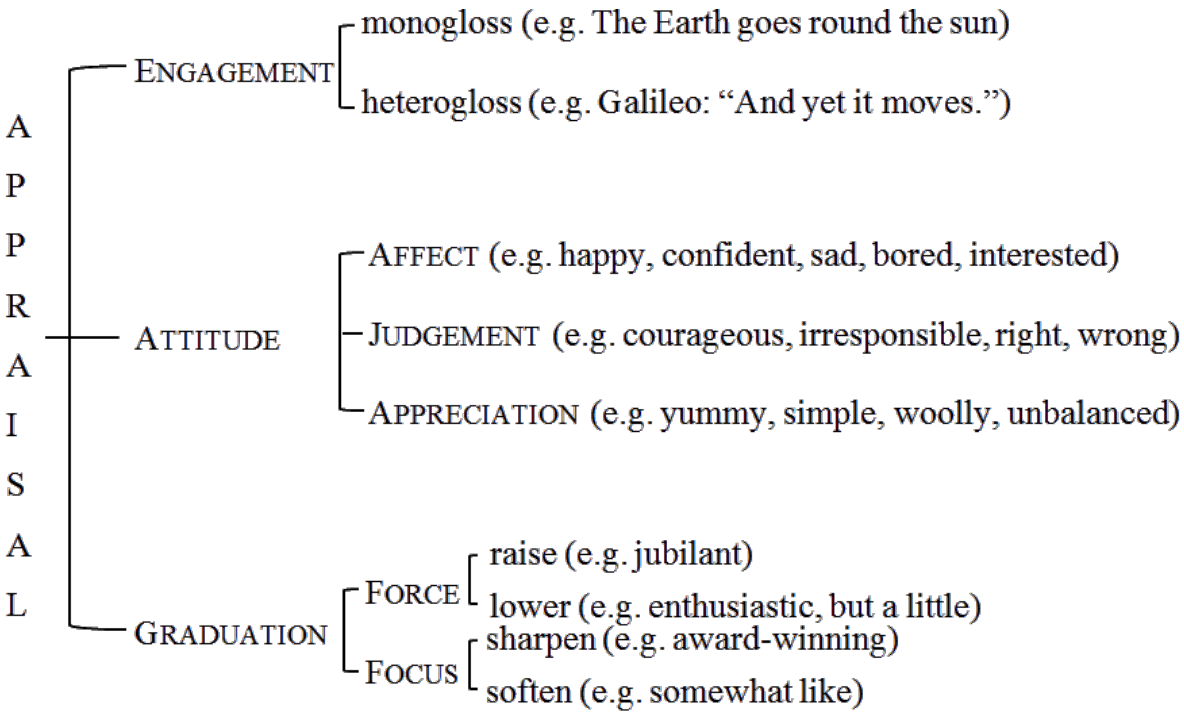

Figure 10 Appraisal Analysis Schema

APPENDIX H

GENERIC STRUCTURE OF THE SERVICE ENCOUNTER

Togher et al (1997) adapted Hasan's (1985) scheme for recurring and optional elements in spontaneous interactions.

[<Greeting> • (service initiation) ∧] [(service enquiry) ←•) {service request ∧ (request of clarifications←•) ∧ service compliance}] ∧ closing ∧ good bye.

() = optionality

[] = limited mobility

• = mobile element

← = recursive element (Hasan, 1985)

{} = homogeneity of the recursive elements

∧ = fixed structural sequences

< > = an element that may be embedded in another element

An example of how to read the sequence of the elements of the restaurant encounters could be: in the first brackets the greeting is mandatory but may be preceded by the service initiation. Since the greeting is between angled brackets it means that it can be embedded in the service initiation.

APPENDIX I

LESSON PLAN EXAMPLE

Table 18 Lesson Plan Lesson 3 (1 hour)

Lesson theme (Backward planning):	**The context of the lesson** is introducing the students to the restaurant interaction. **Background knowledge**: Students already know how these interactions take place in America or in their native country **Students probably do not know** that there are certain recursive elements in the restaurant interactions. **The BIG idea** that students take away from the lesson is that there are elements that make certain situation typical and that these elements change in different cultures **The desired result of this lesson** is that students start to understand the concepts of Genre and Register.
Functional objectives:	To start to use the metalanguage of Genre and Register To start to understand the cultural and linguistic elements of the typified situation of going to a restaurant To understand in their own culture certain typical elements of the restaurant interaction
Performance objectives:	Students will analyze how restaurant encounters happen in their own origin culture. Students will compare different cultural elements of the restaurant interactions that emerged in the classroom Students will start to use the metalanguage present in the first SCOBA. The metalanguage will help students to better compare the cultural elements of the restaurant interaction.

Table 18 (continued)

Vocabulary objectives:	Students will be exposed for the first time to restaurant interaction instances but they will not use them in this lesson. Students will start learning the metalanguage of Genre and Register. Students will use the metalanguage of Genre and Register to identify elements of a typified situation.
Cultural/Content objectives:	Compare cultural elements of service encounters. Analyze how cultural practices can present typical elements. Elements of conceptual understanding of Register and Genre.
Learner description:	Undergraduate and Graduate students beginner learners of Italian as a Foreign language
Assessment:	No formal assessment is required in an informal course. The assessment of the students understanding will happen through the comprehension check.

Lesson Activities

	Activity	**Anticipated student responses**	**Anticipated teacher responses**
Warmup:	- Show a video of a Restaurant scene in an Italian Restaurant **https://www.youtube.com/watch?v=7XN4qxF-0vo** - Ask the students about their previous experiences in restaurants in the US or other countries. - Pair discussion and then share about how it is different or similar to go to a restaurant into the culture of origin compared to what they saw in the Italian video	Students will ask to see again the Video. Students may ask about the different courses an Italian meal is composed of	The teacher starts to introduce the generic elements of the SCOBA without using the metalanguage to help students notice the elements.

Table 18 (continued)

Presentation:	- Presentation of the first SCOBA (Appendix A) will introduce students to the concept of GENRE and REGISTER as interrelated concepts that develop in a typified situation. - The teacher will read the SCOBA with the students and ask first to analyze the restaurant situation from the video compared to the SCOBA that they have in their hands.	Are these elements common to all cultures? Why or why not? What does this have to do with learning Italian language? Why are we not learning rules or words?	The teacher will explain the main SFL concepts using the metalanguage: **Register** as a relational concept that refers to the configuration of linguistic choices associated with particular aspects of the context of situation (field, tenor and mode). **Genre** as texts that serve socio cultural purposes in cultural contexts.
Comprehension Checking:	- Ask students if the order presented in the SCOBA is different from the video and Why - Game I will throw randomly a soft ball and the person that gets it can ask somebody the meaning of one of the terms in the SCOBA	- I do not understand - Why is this important?	The teacher will guide the discussion making specific reference to the SCOBA, showing the students how it is articulated and why it is this way

Table 18 (continued)

Guided practice:	- Discuss how the restaurant interaction develops in America or in their origin country (i.e. are the generic elements the same? Are there recurrent and/or optional elements of the restaurant interaction in the cultures discussed in the classroom? Is the Register the same, or the tenor and mode change?) - This discussion will have a twofold goal. First, introducing the students to the concepts through the use of the SFL metalanguage. Second, make them reflect about the generic elements and the Register used in a restaurant situation in their own origin culture.	Why is different in my culture? According to me the elements of the interaction are the same, is it just the language that is different?	The teacher will guide the discussion making specific reference to the SCOBA, showing the students how it is articulated and why it is this way
Closure:	- A whole group question answer activity will end the lesson - The teacher will explicitly say that in the next class they are going to learn the language that is used in those interactions	Eventual misunderstandings of the terms used in the SCOBA	The teacher will clarify the elements of the SCOBA and how they are interrelated. The teacher will prepare the class for the next SCOBA with the linguistic instances.

APPENDIX J

ABROAD JOURNALS INSTRUCTIONS

Please write at least one entry per week. Though there is no length requirement, please try to address ALL questions from BOTH major themes listed below in each entry.

1. Write in your journal about any event in the last few days that made you reflect on *the Italian language* or *your* experience *learning Italian* during your stay here in Italy. (e.g. I encountered people speaking Italian and I was able/ I was not able to understand)

2. Are you able to understand Italian when you go to a restaurant? Check the response that applies to you.
   - o A lot
   - o Somewhat
   - o None
   - o I did not go to a restaurant during this week
   - o Comments: please use the box to explain your answer

3. Are you able to understand Italian when you go to a clothing shop? Check the response that applies to you.
   - o A lot
   - o Somewhat
   - o None
   - o I did not go to a clothing shop this week
   - o Comments: please use the box to explain the answer

4. Do you think that service encounters in Italy (in the restaurants or clothing shops you visited this week) are similar to the ways we studied them using the schema in class?
   - If yes, what is similar? Write your response in the box below.
   - If no, what is different? Write your response in the box below.
   - What is different? Write your response in the box below.

6. Are you able to use the Italian that we learned in the classroom in the following two situations? Check ALL responses that applies to you then in the box below, write a few examples.

<u>In a restaurant (bar)</u>

- o I can use some words
- o I can use some expressions
- o I can use a lot of words

- o I can use a lot of expressions
- o I could not use Italian (Why?)
- o I did not go to a restaurant this week

In a clothing shop

- o I can use some words
- o I can use some expressions
- o I can use a lot of words
- o I can use a lot of expressions
- o I could not use Italian (Why?)
- o I did not buy clothes this week.

1. Did you refer to the restaurant schema or any of the schemas that we used in the classroom? If Yes, *when* did you refer to the scheme and *how* did you use it? If no, why not? Please explain

2. Did you find what we learned in class in the US helpful for interacting with people in Italy during this week? If yes, *what* was helpful and *how* was it helpful? If no, why wasn't what we learned helpful?

3. Did any other interesting language or cultural experiences happen to you this week that you didn't write about? Please describe

APPENDIX K

MARIE'S SCOBA 03/29

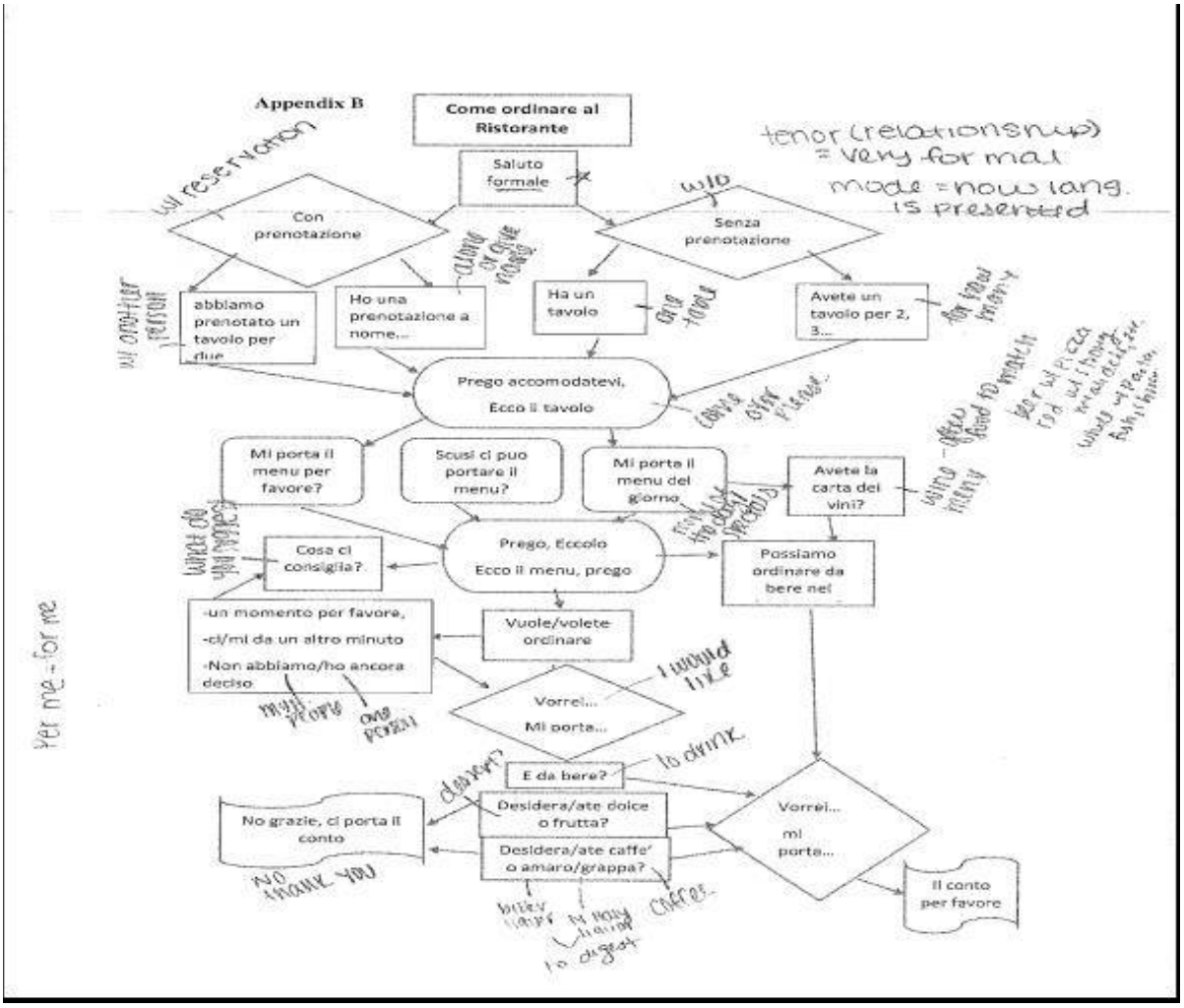

Figure 11 Marie's SCOBA 03/29

APPENDIX L

MARIE'S SCOBA 04/05

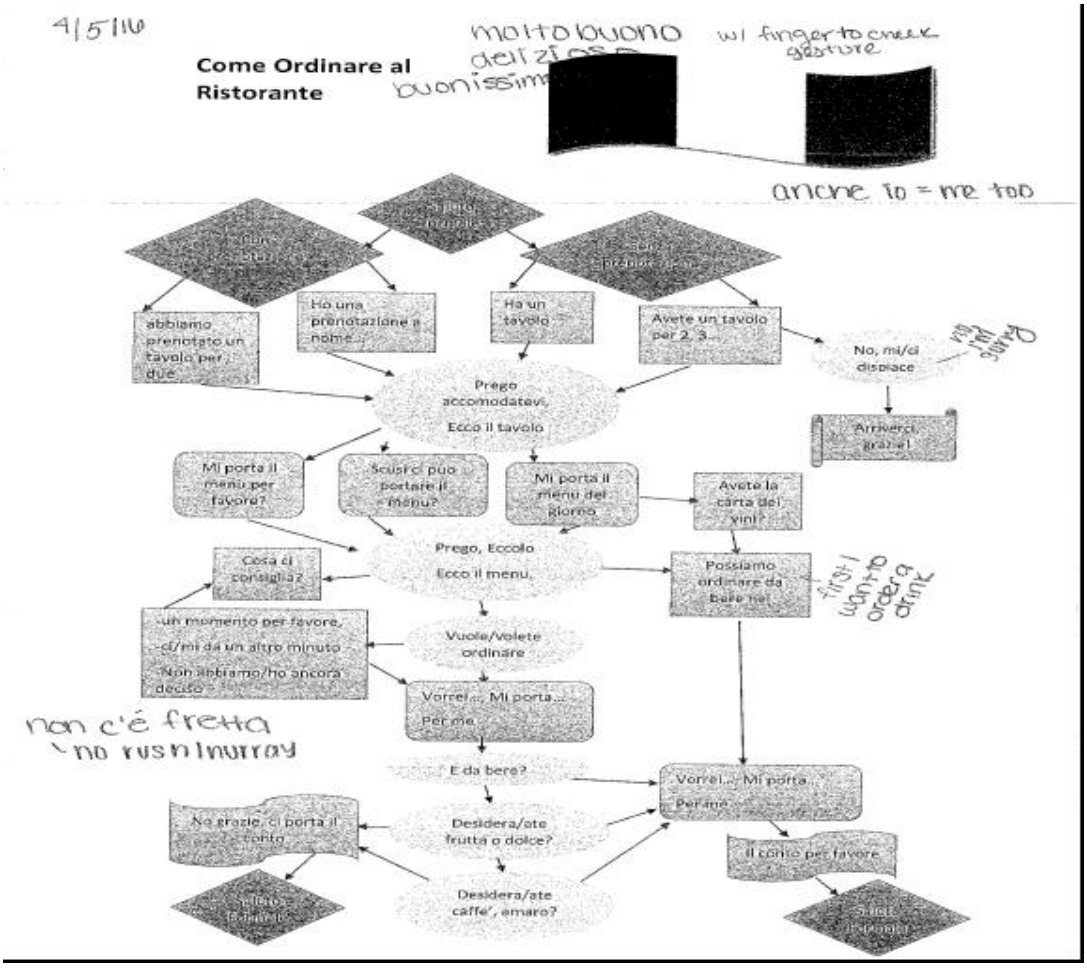

Figure 12 Marie's SCOBA 04/05

APPENDIX M

MARIE'S SCOBA 04/12

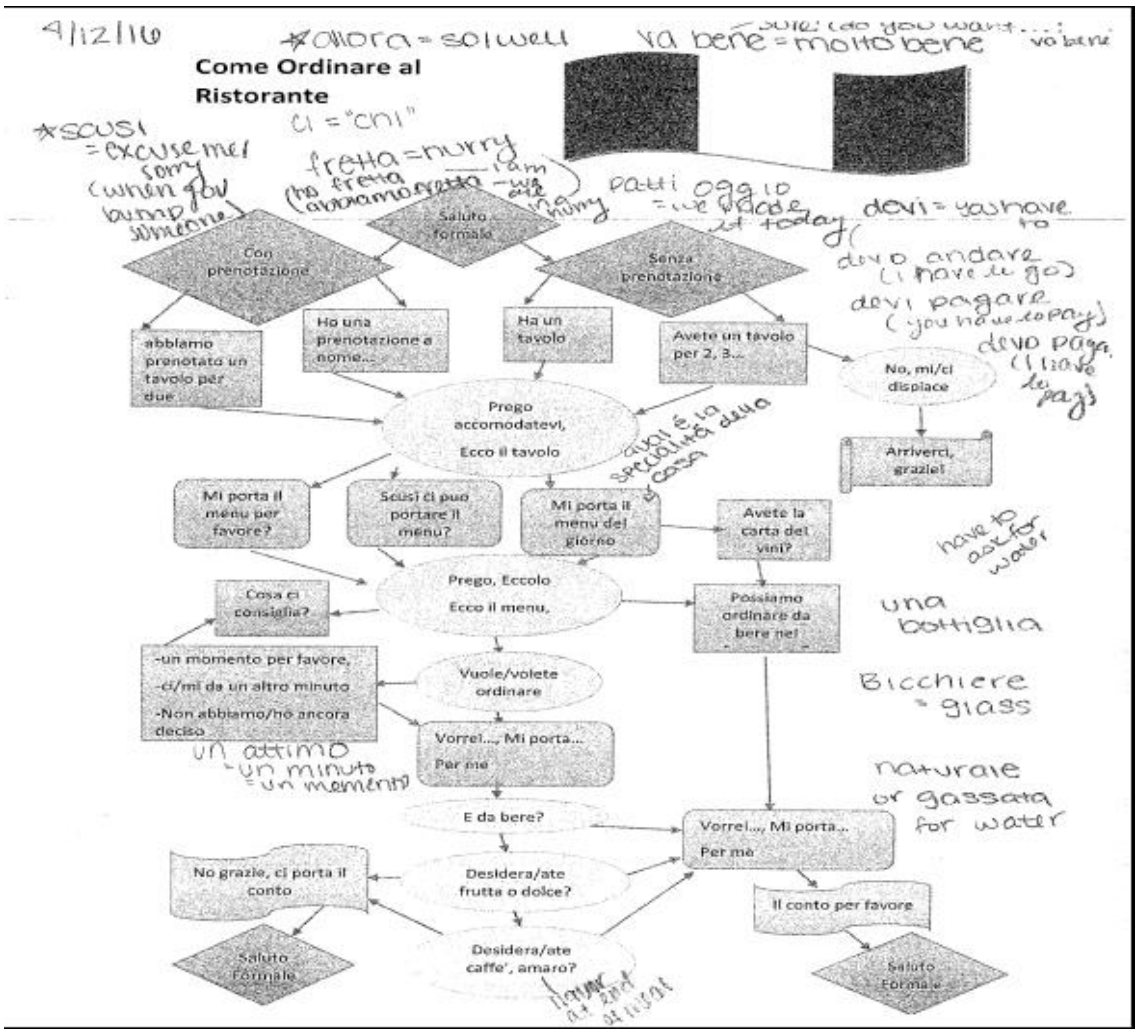

Figure 13 Marie's SCOBA 04/12

APPENDIX N

MARIE'S SCOBA 04/19

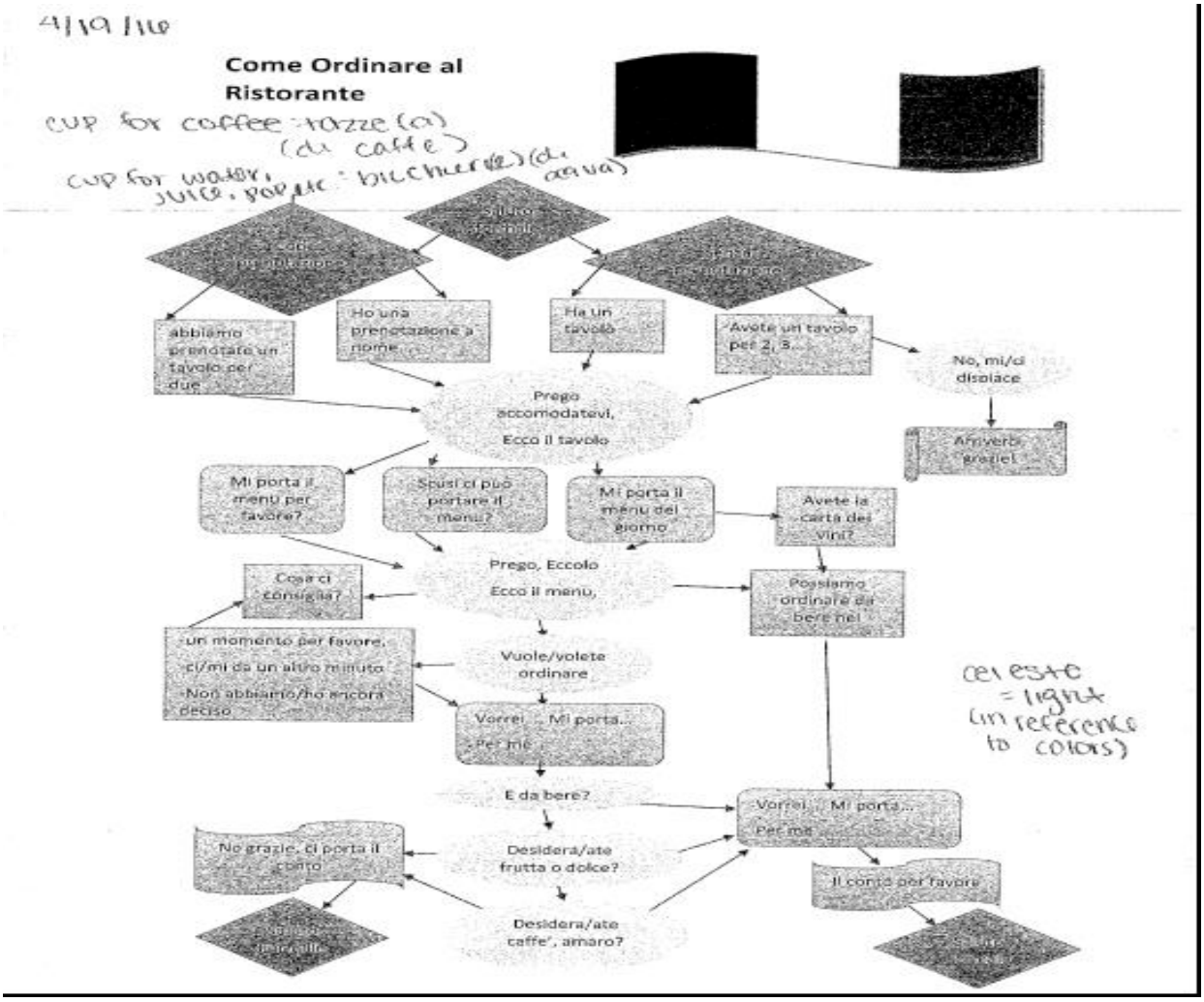

Figure 14 Marie's SCOBA 04/19

APPENDIX O

EXAMPLE OF MARIE'S WRITING IN THE PICTURE-EXPRESSION MATCHING TASK

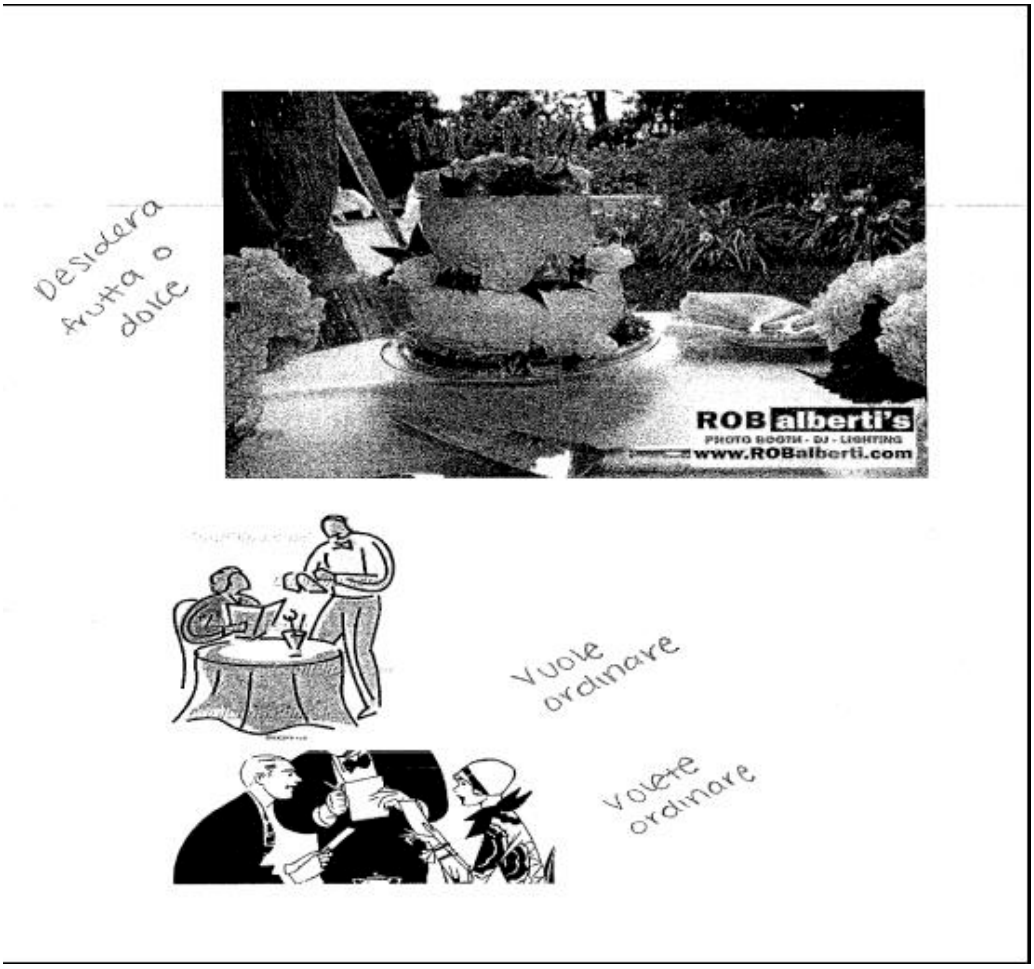

Figure 15 Example of Marie's annotations in the Picture-Expression Matching Task

APPENDIX P

YUAN'S SCOBA 03/29

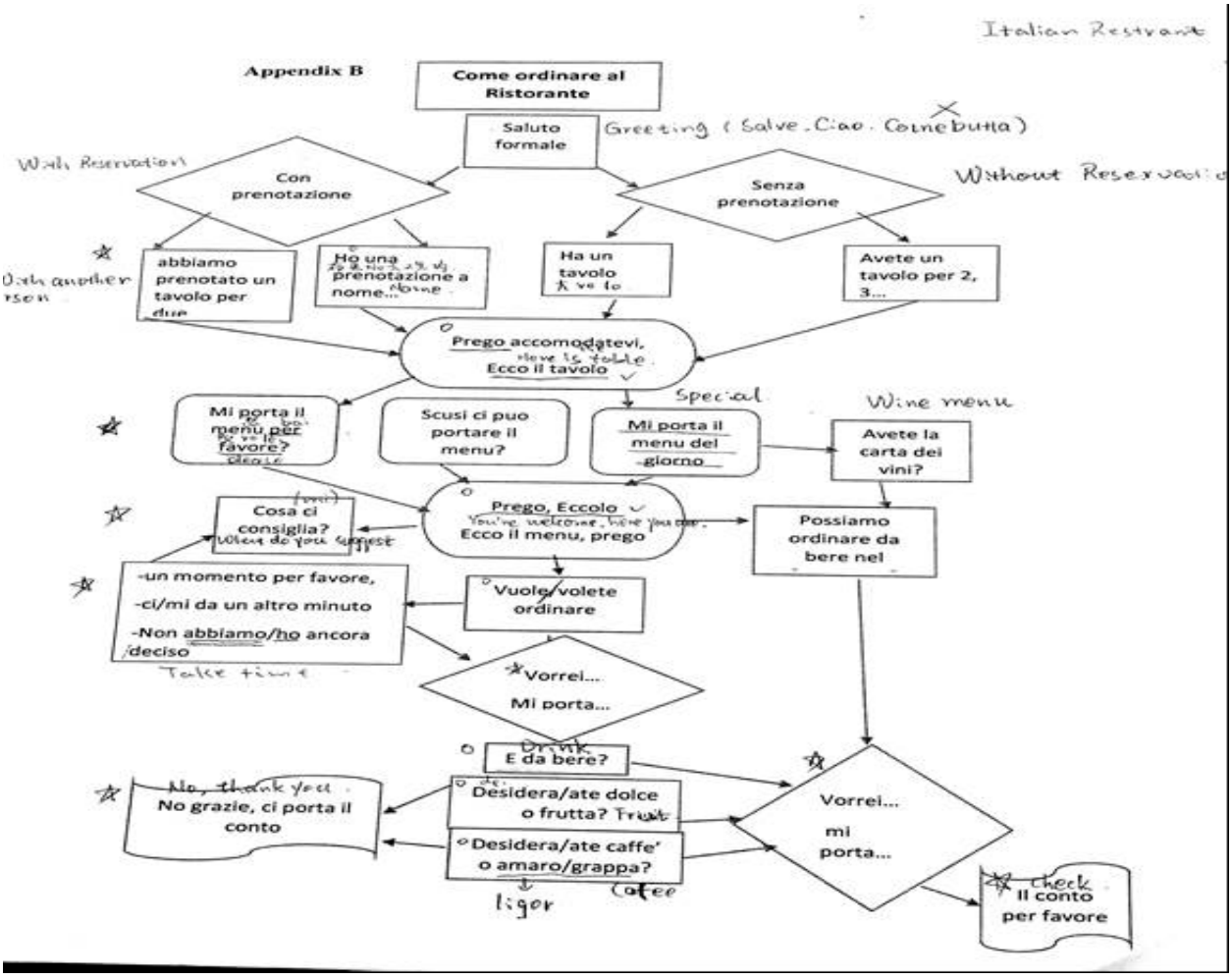

Figure 16 Yuan's SCOBA 03/29

APPENDIX Q

YUAN'S SCOBA 04/05

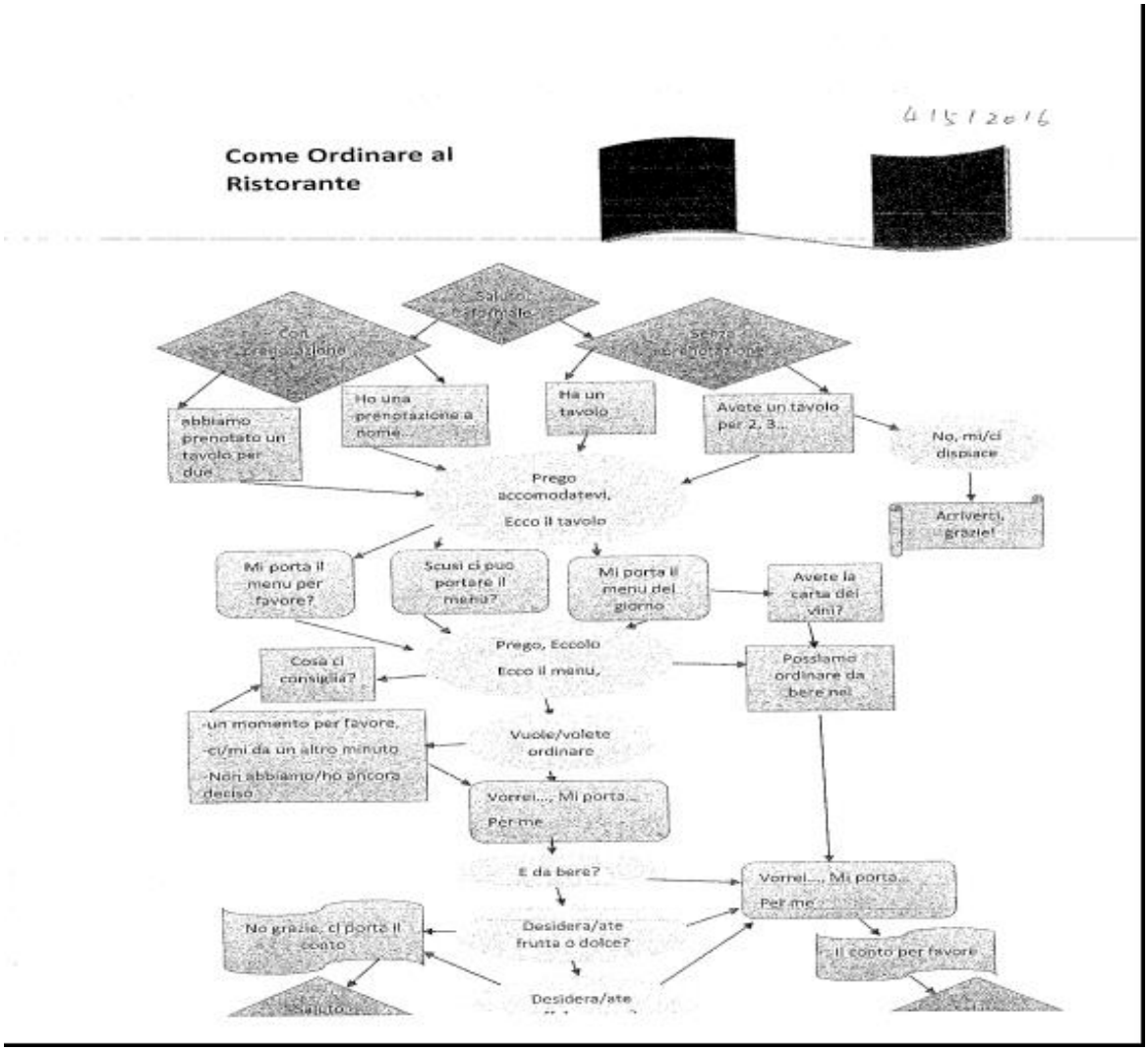

Figure 17 Yuan's SCOBA 04/12

APPENDIX R

YUAN'S SCOBA 04/12

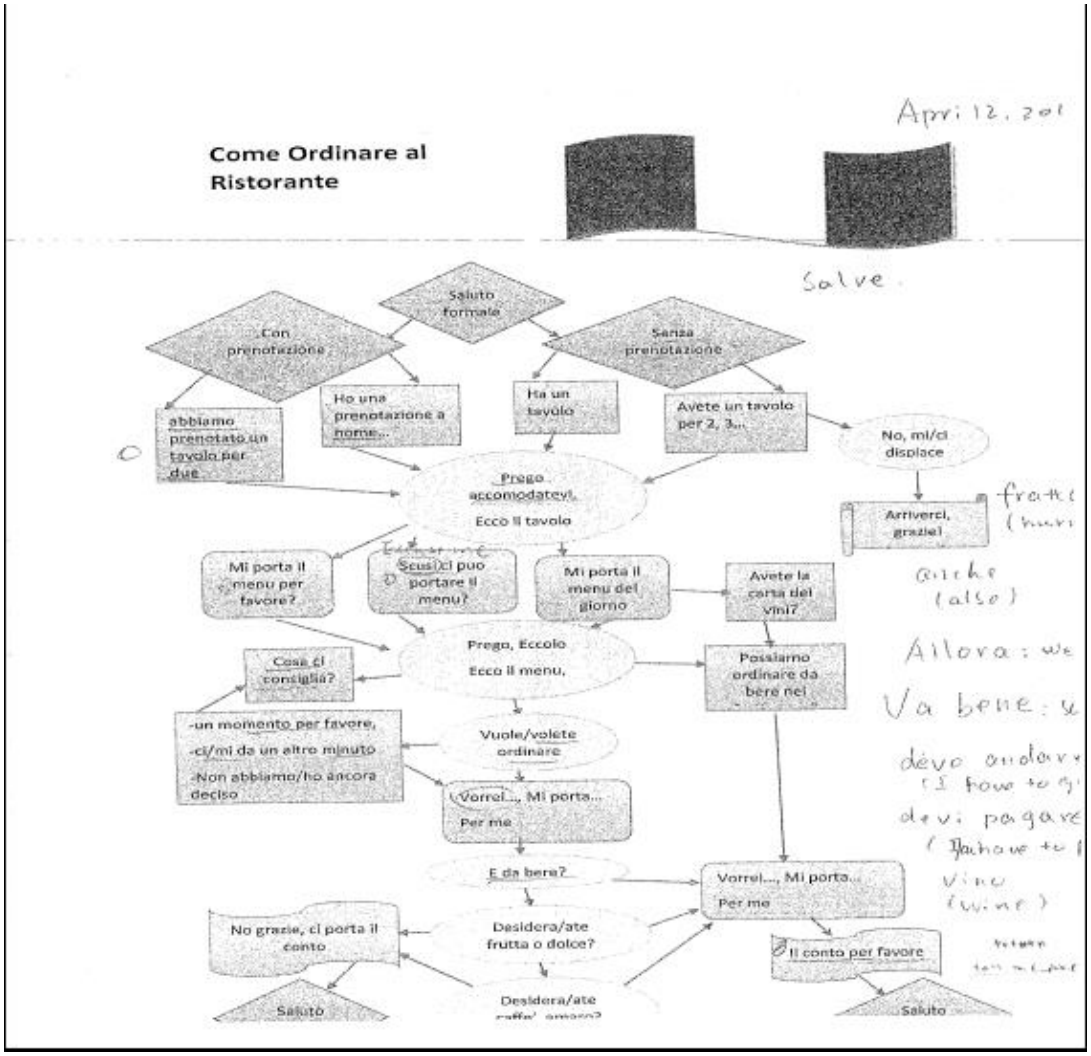

Figure 18 Yuan's SCOBA 04/12

APPENDIX S

YUAN'S SCOBA 04/19

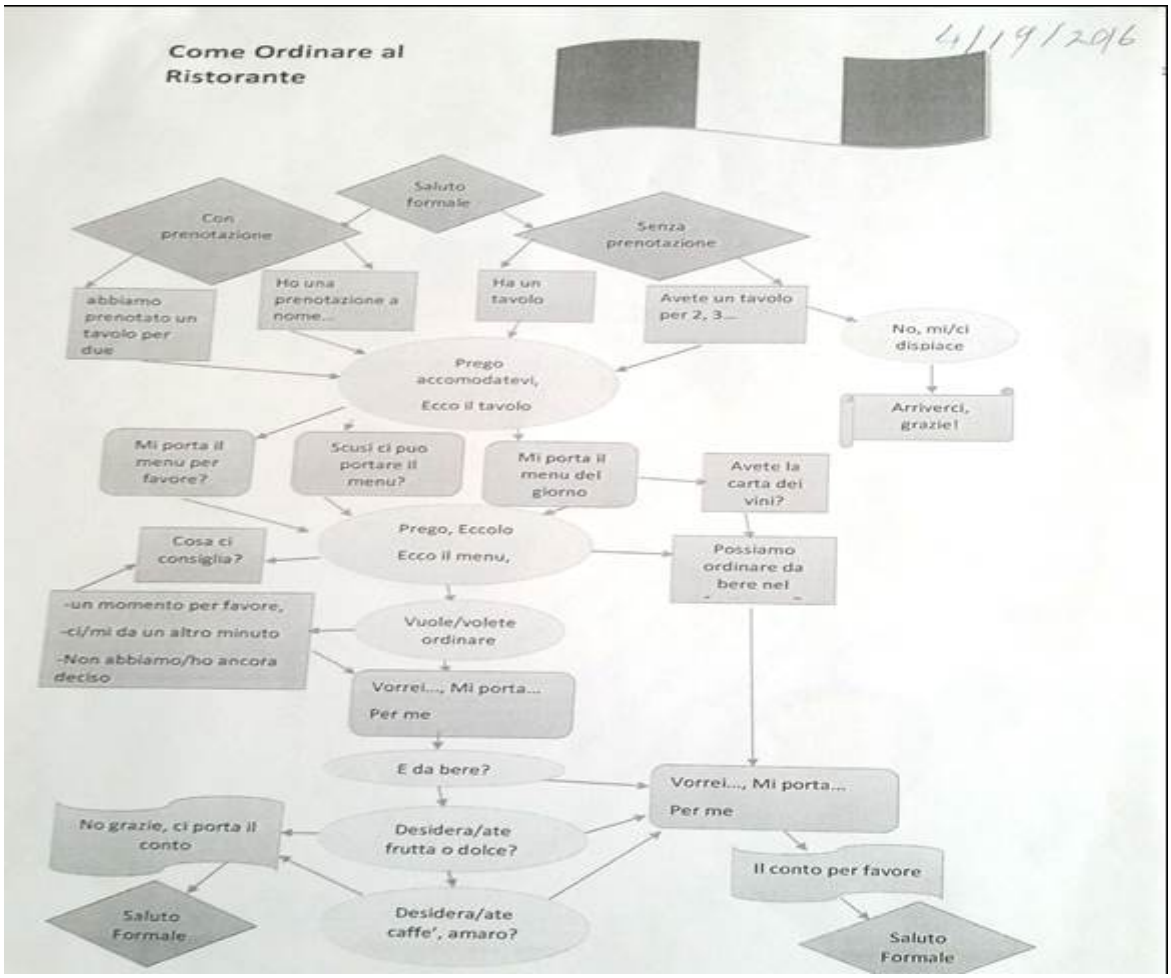

Figure 19 Yuan's SCOBA 04/19

APPENDIX T

EXAMPLE OF YUAN'S WRITING IN THE PICTURE-EXPRESSION MATCHING TASK

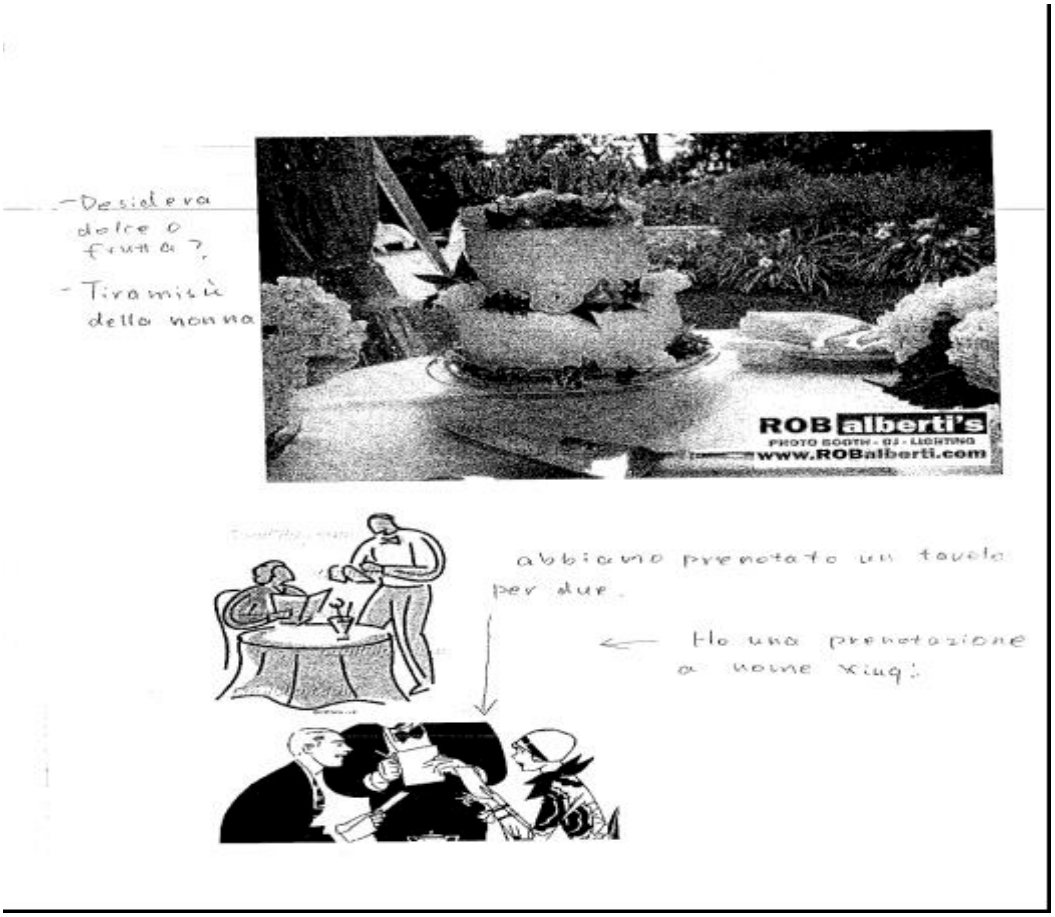

Figure 20 Example of Yuan's Annotations in the Picture-Expression matching Task

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