

**SCAFFOLDING INTERACTION PATTERNS OF ENGLISH CURRICULUM GENRE
IN INDONESIAN UNIVERSITY CONTEXT**

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ABSTRACT

The typical feature of a curriculum genre is its two fields: the knowledge to be acquired by the learners and the pedagogic activity through which it is acquired. In English curriculum genre, the successful language learning depends on how lecturer through the pedagogic activities scaffolds students to build their competence towards independent control. The scaffolding is realized in lecturer's guidance to students through dialogic interaction in the context of shared experience. This study aims at finding the patterns of scaffolding interaction in some English curriculum genres. The data of this study were video-taped EFL classrooms taught by non-native English lecturers in some universities in Semarang. The scaffolding interaction patterns were identified by referring to the analytical framework of pedagogic activity under systemic functional linguistics (SFL), particularly that coined by Rose & Martin (2012, 2014). The findings show that there are six sequences of scaffolding interaction cycle found in the EFL discourse under study. The typical sequence of these scaffolding interaction cycles is Prepare – Focus – Task – Evaluate – Elaborate. In terms of exchange role, the typical negotiation of scaffolding interaction cycle is a K1^dK1^{K2}K1^{K1} exchange.

Key words : EFL discourse, English curriculum genre, pedagogic discourse, scaffolding interaction cycle

INTRODUCTION

Using Vygotsky's ideas as the foundation of pedagogy, Smidt (2009: 139) summarizes that all learning is social: the roles of others in learning cannot be ignored. That learning is social does not only refer to the presence of others beside the learner. It refers more to the previous experiences of the learner and the use of socially and culturally constructed tools. Similarly, Hammonds and Gibbons (2001: 20), citing Vygotsky's theories of learning, argue that learning and cognitive development are culturally and socially based. In other words, learning is a social process rather than an individual one, and occurs in the interaction between individuals. Learning involves a communicative process whereby knowledge is shared and understandings are constructed in culturally formed settings.

As a socio-cultural psychologist, Vygotsky (in Mercer (2007: 254)) gave language a special, important role in human cognitive development, describing human individuals and their societies as being linked by language into a historical, continuing, dynamic, interactive, spiral of change. Furthermore, Mercer (2007: 254) believes that language has three important functions in classroom education: cognitive tool, cultural tool, and pedagogic tool. As a cognitive tool, language enables learners to gain, process, organize, and evaluate knowledge; as a cultural tool, it enables knowledge to be shared, stored, and made available to successive generations; and as a pedagogic tool, it enables intellectual guidance to be provided to learners by other people.

A social view of learning sees that education is a dialogical, cultural process (Mercer, 2007: 254; Gibbons, 2015: 13). The development of students' knowledge understanding is shaped by

their relationships with teachers and other students, and by culture in which those relationships are located. Students' educational success depends on their own control and the teachers' control. Educational success occurs when an effective teacher provides the kind of intellectual support which enables students to make intellectual achievements they would never accomplish alone. This kind of support by teachers is called **scaffolding**, a metaphorical term developed by Bruner, Wood, and Ross (1976) to capture the nature of support and guidance in learning. Furthermore, Rose and Martin (2012: 61) explain that scaffolding metaphor captures the transitional role of caregivers' and teachers' guidance, supporting children to build their competence towards independent control. The scaffolding notion was derived from Vygotsky's zone of proximal development (ZPD), the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

According to Rose (2014: 10), at the core of pedagogic activities are learning **Task**. Only the learner can do the Task. However, a learning task is usually specified by a teacher (orally or in writing). For example, the teacher may give an instruction or ask a question, which learners respond to. The phase that specifies the Task is the **Focus**. Next, a learning task is usually evaluated by a teacher, including various degrees of affirmation or rejection. These three learning activities constitute the nuclear pedagogic activities, as shown in Figure 1.

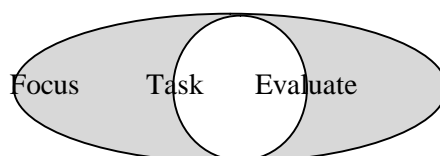


Figure 1. Nucleus of pedagogic activity

The sequence of Focus-Task-Evaluate works only for students with high grade of achievement because they have enough background knowledge and motivation to do the learning task given by the teacher. However, this typical triadic pedagogic exchange often creates problems for students with low achievement because they cannot select or propose the desired response to the task given by the teacher. This happens because the Focus is specified without little or no clue to the desired response. The problem can be minimized when the teacher uses scaffolding technique in giving the learning tasks to be done by the students.

Mercer (2007: 254) suggests that one way to scaffold learning is by using dialogue to guide and support the development of understanding. Similarly, Rose and Martin (2012: 62) also believe that guidance (scaffolding) takes place through unfolding dialogue, in which teachers prepare learners for tasks and follow-up with elaborations. Emphasizing the role of talk in learning under socio-cultural perspective, Gibbons (2007: 260) places interaction between teacher and students at the heart of learning process. It is through classroom interaction that understanding and knowledge are jointly constructed. In terms of scaffolding, Martin and Rose (2005: 258) assume that learning involves successful completion of learning tasks. They use a term **scaffolding interaction cycle** to describe the micro-interaction between teacher and students in acquiring knowledge and skills. This cycle is used to describe the sequence of pedagogic activities which consist of cycle phases: Prepare – Focus – Task – Evaluate – Elaborate, as diagrammed in Figure 2.

To make all students do each learning task successfully and then handle control to students to do the task themselves, a learning task may be prepared by a teacher, for example, by demonstrating how to do the task, or contextualizing it in the learners' experience. The task may also be elaborated after it has been successfully completed, to give learners a platform of

understanding and the motivation for taking another step in learning. Optional phases of a learning activity thus include **Prepare** and **Elaborate**, as in Figure 2.

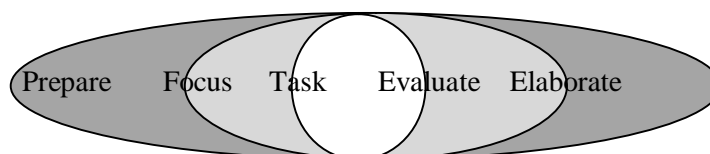


Figure 2. Optional phases of pedagogic activity

Scaffolding interaction cycle is built up as a teacher-learner exchange through some cycle steps which are realized by teacher/learner moves. As stated in Rose (2014: 13), the Task phase is central, and may involve moves of identifying an element in the text (Identify), or proposing an element from their knowledge (Propose). The task may be prepared or not (Prepare), and is specified by focusing on either a text or the learners knowledge (Focus). Following the task, the teacher evaluates it by either affirming or rejecting (Affirm/Reject), and may elaborate or not (Elaborate). In addition, the teacher may direct learner activity or behaviour (Direct). Table 1 shows the basic options of cycle phases and moves in a scaffolding interaction cycle.

Table 1. Basic Options of Cycle Phases and Moves (Adapted from Rose, 2014: 13)

Cycle Phases	Cycle Moves	Participation	Description
Preparation	Prepare	Teacher	Teacher provides information for successful responses
Specification	Not prepare	Teacher	Teacher makes no preparation
	Focus on text		Teacher asks a question by focusing on text
Task	Focus on knowledge	Students	Teacher asks a question by focusing on students knowledge/experience
	Identify from text Propose from knowledge		Students identify an element in a text Students select an element from their knowledge/experience
Evaluation	Affirm	Teacher	Teacher approves students response
	Reject		Teacher rejects or ignores students response
Elaboration	Elaborate	Teacher	Teacher discusses students response to deepen their knowledge in the topic studied
	Not Elaborate		Teacher makes no elaboration to students response
Direction	Direct activity	Teacher	Teacher directs students activity
	Direct behaviour		Teacher directs students behaviour

A scaffolding interaction cycle in a classroom discourse also shows the pedagogic relations that express role relationships between teacher and students in achieving understanding of knowledge and skills. The pedagogic relations are enacted as teacher/learner exchanges (Rose, 2014: 7). In a scaffolding interaction cycle, each cycle move is realized by an exchange role. An exchange is realized by one or more exchange roles.

In pedagogic negotiation, there are two general types of exchange: knowledge negotiation exchanges or action negotiation exchanges (Ventola, 1987: 98; Love & Suherdi, 1996, 243; Rose, 2014: 6). In an action negotiation exchange, one person performs an action, which may

have been demanded by another. The person performing the action is known as the primary actor (A1); the person demanding the action is a secondary actor (A2). A minimal action exchange consists of just an A1 action, without an A2 demand, so A1 is the core move in an action exchange. These kinds of moves in action exchange also occur in knowledge negotiation exchange. In a knowledge exchange, one person gives information, which may have been demanded or received by another. The person giving information is the primary knower (K1), while the person demanding or receiving information is a secondary knower (K2). In certain circumstances, K1 or A1 may choose to delay his or her K1 or A1 in order to check whether the other person, K2 or A2, also has the knowledge or can do the action. This kind of move is referred to as a DK1 or DA1, where D refers to the process of delaying the provision of information or compliance of action. The basic options for pedagogic exchanges are set out in Figure 1. The symbol ^ means “follows on from.”

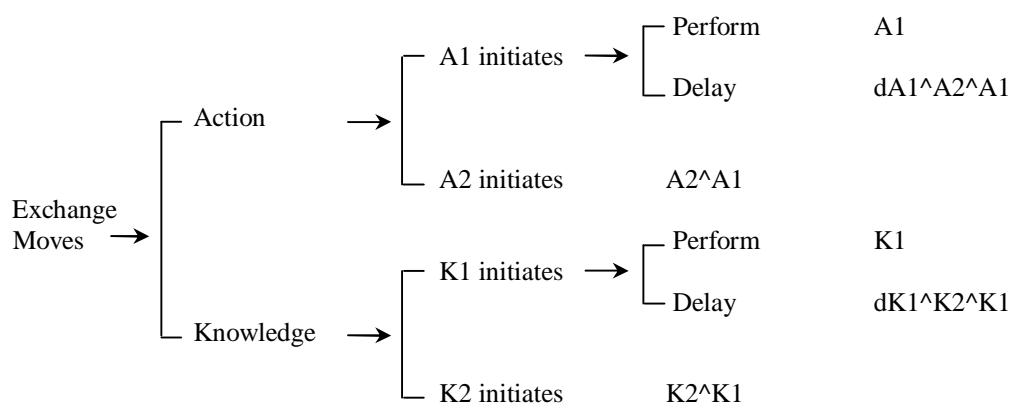


Figure 3. Basic options for pedagogic exchanges (Rose, 2014: 8)

This paper aims at describing the interactions made by teacher in guiding students for successful accomplishment of learning tasks in an EFL classroom in Indonesian university context.

METHOD

The data of this study were video-taped English lectures taken from some English departments in some Indonesian universities where English was used as a foreign language (EFL). The lecturers of these lectures were non-native English speakers. When the lectures were video-taped, the classes talked about content lessons in English language, such as *English Syntax*, *Second Language Acquisition*, and *English Material Development*.

Data analyses were done by transcribing the lectures by referring to the transcription symbols as suggested in Eggins and Slade (1997). The transcribed utterances were then divided into clauses from which the schematic structures of the lectures and the realizations of pedagogic moves and exchanges that made scaffolding interaction cycles were identified and classified based on the scaffolding interaction cycles as suggested in Rose & Martin (2012) and Rose (2014) and exchange structure network in Ventola (1987) and Martin (1992).

DISCUSSION

Types of Pedagogic Exchange

Based on the identification and classification of pedagogic exchanges between teacher and students that unfold in the EFL discourses under study, it seems that the teachers used two types of pedagogic exchanges: the triadic pedagogic exchanges and the scaffolded pedagogic

exchanges. The triadic pedagogic exchanges involve three basic cycle phases: Focus – Task – Evaluate, as shown in Table 2. In terms of exchange roles, Focus is enacted as a teacher’s dK1 role, followed by a learner’s K2 response, and followed by the teacher’s K1 evaluation.

Table 2. Triadic pedagogic exchange: successful completion of task

Spkr	Exchange	Phases	Roles
T	Yohana, how many types of phrase do we have?	Focus	dK1
S	Five. Noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase	Propose	K2
T	Right. We have five phrases	Affirm	K1

Such a triadic pedagogic exchange succeeds certain students in completing the desired responses to the specified tasks given the teacher. However, this sometimes does not work for certain students with low background knowledge on the topic being studied. This problem happens when students fail to give the desired response to the task, or even often give no response at all, as exemplified in Table 3. In this exchange, the student fails to give the answer as the teacher wants about the main feature of a noun phrase – that the dominant word in the group is a noun.

Table 3. Triadic pedagogic exchange: failure of completing task

Spkr	Exchange	Phases	Roles
T	Adibrata, what is the main characteristic of noun phrase?	Focus	dK1
S	It can be human.	Propose	K2
T	No, not that one	Reject	K1

Different from triadic pedagogic exchanges of Focus – Task – Evaluate which risk failure for some students, scaffolded pedagogic exchanges enable students to provide the desired response by providing students with sufficient guidance on how to do the task. This scaffolding interaction cycle is sequenced in the typical structure which consists of cycle phases Prepare – Focus – Task – Evaluate – Elaborate. Before specifying the learning task, teacher needs to provide students with related information on how to do the task or contextualize the task in the learner’s experience or background knowledge. After it has been successfully completed, the task may also be elaborated to give students a more technical or abstract understanding of the task they have done, or a commonsense interpretation (Rose, 2014: 11). The structure of this scaffolding interaction is an orbital type, in which elements are more or less central and more or less optional (Martin in Rose, 2014: 11). Sequencing is not fixed in orbital structure.

The scaffolding interaction cycles found in this study can be classified into six sequences:

1. Prepare – Focus – Identify – Affirm – Elaborate
2. Prepare – Focus – Propose – Affirm – Elaborate (Focus – Propose – Affirm)
3. Prepare – Focus – Prepare – Focus – Propose – Affirm – Elaborate
4. Prepare – Focus – Not propose – Prepare – Propose – Affirm – Elaborate
5. Focus – Not identify – Prepare (Focus – Identify – Affirm – Focus – Identify – Focus – Identify – Focus) – Identify – Affirm – Elaborate
6. Prepare – Focus – Identify – Affirm – Elaborate (Focus – Identify – Focus – Identify – Affirm)

The Scaffolding Interaction Cycles

1. Prepare – Focus – Identify – Affirm – Elaborate

In this sequence of scaffolding interaction cycle, before specifying the Focus phase, the teacher makes Prepare phase, enacted as K1, by providing information that guides students towards a desired response. This Prepare supports students in giving the desired response (Identify) to teacher's Focus, after which the teacher affirms it and elaborates to deepen students knowledge on the topic discussed (subject complement). This cycle is negotiated as a $K1^{\wedge}dK1^{\wedge}K2^{\wedge}K1^{\wedge}K1$, as shown in Table 4.

Table 4. Scaffolding interaction cycle 1

Spkr	Exchange	Phases	Roles
T	In <i>Joe Walcott is a great boxer</i> , a great boxer follows directly the predicator	Prepare	K1
	Which one is the predicator	Focus	dK1
S	<i>Is</i>	Identify	K2
T	<i>Is</i>	Affirm	K1
	So a great boxer must be subject complement, because a great boxer describes particular about Joe Walcott.	Elaborate	K1

2. Prepare – Focus – Propose – Affirm – Elaborate (Focus – Propose – Affirm)

This scaffolding interaction cycle differs from scaffolding interaction cycle 1 in the realization of Elaborate phase. Elaborate phase of cycle 1 is enacted as a single K1 unit. On the other hand, in cycle 2, Elaborate phase involves other exchanges with students making Focus – Propose – Affirm. In this case, the teacher elaborates by asking students to detail the five phrases. This cycle is negotiated as a $K1^{\wedge}dK1^{\wedge}K2^{\wedge}K1^{\wedge}dK1^{\wedge}K2^{\wedge}K1$, as shown in Table 5.

Table 5. Scaffolding interaction cycle 2

Spkr	Exchange	Phases	Roles
T	And based on your readings I think you have understood about the difference between the phrases in English.	Prepare	K1
	And how many phrases do we have ... based on your readings especially based on chapter three?	Focus	dK1
S	Five.	Propose	K2
T	Five.	Affirm	K1
	what are they?	Focus	dK1
S	Noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase	Propose	K2
T	So when we combine english words into phrases, the possibilities of the phrase that we can make or that we can produce will be one of the five phrases. It can be a noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.	Elaborate	K1

3. Prepare – Focus – Prepare – Focus – Propose – Affirm – Elaborate

This scaffolding interaction cycle is characterized by the use of two Prepare phases by the teacher. The second Prepare phase is used by the teacher because he finds the first Prepare

phase does not give sufficient support to students to do the task. After the second Prepare phase, the student gets enough information to propose from his knowledge about the definition of adjective phrase, after which the teacher affirms and elaborates. This cycle is negotiated as a $K1^dK1^K1^dK1^K2^K1^K1$, as shown in Table 6.

Table 6. Scaffolding interaction cycle 3

Spkr	Exchange	Phases	Roles
T	With this definition we define the definition of adjective phrase. When a noun phrase is a phrase with a noun as the most important word or the most important constituent of the phrase,	Prepare	K1
	so what is adjective phrase?	Focus	dK1
	You may make a similar definition with the definition of a noun phrase by changing the noun with the adjective.	Prepare	K1
	Come on! Who will try to make the definition of adjective phrase? Anggoro, based on the definition of noun phrase so what is adjective phrase?	Focus	dK1
S	A phrase with adjective word class dominant on the phrase.	Propose	K2
T	Okay.	Affirm	K1
	So adjective phrase is a phrase with adjective as the important or the most dominant constituent of the phrase. So we have adjective. And the adjective is modified by another word.	Elaborate	K1

4. Prepare – Focus – Not propose – Prepare – Propose – Affirm – Elaborate

Similar to scaffolding interaction 3, scaffolding interaction 4 is also characterized by the use of two Prepare phases. However, the use of second Prepare phase in cycle 4 is triggered by student's failure in responding the Focus specified by the teacher, signed by no response. To make sure that students understand to do the task, the teacher assists the students by mentioning the first element asked (subject) to remind the students on the other four related elements. And this helps students make Propose phase, which the teacher then affirms and elaborates. This cycle is negotiated as a $K1^dK1^dK1^K1^K2^K1^K1$, as shown in Table 7.

Table 7. Scaffolding interaction cycle 4

Spkr	Exchange	Phases	Roles
T	So you can see in the printed materials. So far we have discussed the elements of clause.	Prepare	K1
	Still remember about elements of clause, right?	Focus	dK1
S	[no response]	Not propose	
T	The first one is	Focus	dK1
S	[no response]		
T	The first one is subject	Prepare	K1
S	Predicator, object, complement, and adverbial	Propose	K2
T	Ok	Affirm	K1
	So this is the element of clause in a clause	Elaborate	K1

5. Focus – Not identify – Prepare (Focus – Identify – Affirm – Focus – Identify – Focus – Identify – Focus) – Identify – Affirm – Elaborate

This scaffolding interaction cycle is characterized by the use of Prepare phase after Focus phase because students cannot make identification on the item in the text. To guide students to be able to identify the desired item, the Prepare phase is enacted. In this case, the Prepare phase is enacted through other exchanges with students which include Focus – Identify – Affirm to ensure students’ understanding on the desired response to the task. This cycle is negotiated as a $dK1 \wedge dK1 \wedge K2 \wedge K1 \wedge dK1 \wedge K2 \wedge dK1 \wedge K2 \wedge dK1 \wedge K2 \wedge K1 \wedge K1$, as shown in Table 8.

Table 8. Scaffolding interaction cycle 5

Spkr	Exchange	Phases	Roles
T	Next we go to clause <i>All of them were worrying about their own problems</i> . How many clause elements?	Focus	dK1
S	[no response]	Not Identify	
T	Which one is the subject?	Focus	dK1
S	All of them	Identify	K2
T	All of them.	Affirm	K1
	Which one is the predicator?	Focus	dK1
S	Were worrying	Identify	K2
T	And the last one about their own problems ?	Focus	dK1
S	Adverbial	Identify	K2
T	And this clause is constructed by how many phrase?	Focus	dK1
S	Three	Identify	K2
T	Ok.	Affirm	K1
	All of them is noun phrase, verb phrase, and prepositional phrase.	Elaborate	K1

6. Prepare – Focus – Identify – Affirm – Elaborate (Focus – Identify – Focus – Identify – Affirm)

This scaffolding interaction cycle is similar to scaffolding interaction 2. The only difference is in the nature of task done by students. The task in scaffolding interaction cycle 2 involves students to propose from their experience or knowledge, while the task in scaffolding interaction 6 involves students to identify an item from a sentence in the text. Both cycle 2 and 6 use Elaborate phase by involving other exchanges with students which include Focus – Identify – Affirm. Cycle 6 is negotiated as a $K1 \wedge dK1 \wedge K2 \wedge K1 \wedge dK1 \wedge K2 \wedge dK1 \wedge K2 \wedge K1$, as shown in Table 9. Elaborate phase may involve more exchanges, as shown in Table 10.

Table 9. Scaffolding interaction cycle 6

Spkr	Exchange	Phases	Roles
T	The second one, <i>Everyone considered Joe Walcott a great boxer</i> . Not about the position, <i>a great boxer</i> follows direct object <i>Joe Walcott</i> . So <i>a great boxer</i> in the second example describes not <i>everyone</i> , but <i>Joe Walcott</i> . In this case <i>Joe Walcott</i> functioning as object. So you know the difference about the meaning and the position.	Prepare	K1
	So how many complements are there?	Focus	dK1
S	Two	Identify	K2
T	Two	Affirm	K1

	The first one is ?	Focus	dK1
S	subject complement	Identify	K2
T	And the second one is ?	Focus	dK1
S	Object complement	Identify	K2
T	Good	Affirm	K1

Table 10. Scaffolding interaction cycle 6 with more elaborating exchanges

Spkr	Exchange	Phases	Roles
T	Ok, look at number one first. Identify the clause structure of the pairs. It seems that the two clauses are similar. But they are actually different. It is very biased and that will make misunderstanding about the meaning of the two clauses.	Prepare	K1
	For example, clause number one <i>The porter called me a taxi.</i> How many phrases are there here?	Focus	dK1
S	Four	Identify	K2
T	Four	Affirm	K1
	The first one is ?	Focus	dK1
S	The porter	Identify	K2
T	The second one is ?	Focus	dK1
S	Called	Identify	K2
T	Next	Focus	dK1
S	Me	Identify	K2
T	The last	Focus	dK1
S	A taxi	Identify	K2
T	That's the answer	Affirm	K1

CONCLUSION

Educational success occurs when an effective teacher provides the kind of intellectual support which enables students to make intellectual achievements they would never accomplish alone. This kind of support by teachers is called scaffolding. Guidance (scaffolding) takes place through unfolding dialogue, in which teachers prepare learners for tasks and follow-up with elaborations. Based on the identification and classification of pedagogic exchanges between teacher and students that unfold in the EFL discourses under study, it seems that the teachers used two types of pedagogic exchanges: the triadic pedagogic exchanges and the scaffolded pedagogic exchanges. The triadic pedagogic exchanges involve three basic cycle phases: Focus – Task – Evaluate. The scaffolding interaction cycle is sequenced in the typical structure which consists of cycle phases Prepare – Focus – Task – Evaluate – Elaborate. The sequence of this orbital structure is not fixed. There are six sequences of scaffolding interaction cycle found in the EFL discourse under study. In terms of exchange role, the typical negotiation of scaffolding interaction cycle is a $K1^{\wedge}dK1^{\wedge}K2^{\wedge}K1^{\wedge}K1$ exchange.

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