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## Teaching Collaborative Ground Rules through Peer Modeling: Changes in Pair Participatory Patterns

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### ABSTRACT

Although previous studies support using pair work in the language learning classroom, some have shown that getting L2 learners into pairs without raising their awareness about the global norms of collaboration will not necessarily create quality opportunities for interlanguage development. In this study, we investigated the contribution of teaching collaborative ground rules through peer modeling to a learner's routine participatory patterns over time. Using a qualitative single case study methodology, we focused on one intermediate EFL learner interacting with different peers in pairs in an intact class. According to the syllabus of the course, learners had to pair up each session (9 sessions in total) with three different partners to do a narrative task. On the fifth session, a model performance with collaborative ground rules knitted into it was demonstrated to the class to find out how the provision of peer modeling would change the pair participatory patterns. Our analyses of the data from the learner's audio-recorded performances prior and subsequent to the modeling session suggest that the provision of peer modeling has qualitatively expanded the learner's interactive patterns in pair interaction. This study contributes to our understanding of collaborative tasks, and it also suggests that peer modeling could be used as a useful pedagogical technique for teaching learners how to collaborate meaningfully in dyadic interaction.

**Keywords:** collaborative ground rules; pair work; peer modeling; participatory patterns

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## Introduction

Task-based language teaching has received considerable attention in second language teaching in recent years. Tasks have been claimed to be a useful tool for creating both learning opportunities and meaningful collaboration (Bygate, Skehan, & Swain, 2013). In this regard, one of the common instructional strategies implemented by many ELT teachers in task-based language teaching is pairing up learners on tasks. Proponents of pair work activities provide multiple reasons for implementing such activities in the language learning classrooms. Pair work, for instance, has been claimed to increase learners' speaking opportunities and autonomy (Brown, 2001; Crookes & Chaudron, 2001; García-Ponce et al., 2018; Harmer, 2001; Long & Porter, 1985); to provide learners with negative feedback, therefore prompting them to notice language forms and meanings which may ultimately lead them to notice the gap between their performances (Gass, 1997; Long, 1996; Pica, 1994); to result in cognitive and social gains (Johnson & Johnson, 1999); to create a suitable situation for learners to use higher levels of thinking (Johnson & Johnson, 1999); and to help L2 learners to get involved in collaborative dialogue to support each other in Language Related Episodes (LREs) (Brooks-Lewis, 2009; Saadat & Alavi, 2020; Swain & Lapkin, 2002; Watanabe & Swain, 2007).

Despite teachers' widespread interest toward using pair work in the language learning classes, a large body of research has demonstrated that getting learners into pairs does not necessarily lead them to collaborate with each other in a way that is conducive to creating quality learning opportunities (Bennett & Cass, 1989; Ellis & Gauvain, 1992; Leki, 2001; Nelson & Murphy, 1993). Mercer and Littleton (2007), for example, have claimed that when learners are assigned to pair work tasks, they may feel uncertain about what is exactly expected of them. More importantly, even if when they are certain, they may not know how to meet those expectations; therefore, missing the learning opportunities that they could draw from collaboration (Breen, 1989; Davis, 1997). In other words, often times when a teacher assigns learners to pair work tasks, it is the learners' collaboration which is important to him or her, but the learners may well speculate that the outcome of the task is of paramount importance, not the process of how to carry out the task itself (Mercer & Littleton, 2007). Other studies have documented that when learners are paired up, one pair member may dominate the task whereas the other one may fail to have access to equal speaking turns and the opportunities for participation (e.g., Mercer & Dawes, 2008; Storch, 2002). The findings of previous studies conducted in this regard have suggested that effective strategies are needed to make learners become aware of the useful features of collaboration (e.g., Carless, 2003; Chen, 2017; Kim & McDonough, 2011; McDonough, 2004).

Research has documented that not all types of pair work are equally useful. According to Storch (2002), it is the equality and the mutuality of collaborative pairs on tasks that count. Equality refers to the degree of a pair member's control over task direction which is more than equal distribution of turns between pair members, whereas mutuality refers to the level of engagement with each other's contributions. A large body of research, following Storch (2002), has suggested that learners may well have more learning opportunities when they are engaged in tasks collaboratively; for instance, when they listen to their pair members, make use of each other's ideas, and provide feedback for each other (Moranski & Toth, 2016; Sato & Ballinger, 2012; Storch, 2008; Toth, Wagner, & Moranski, 2013). To promote collaboration on tasks in this regard, introducing collaborative ground rules could prove to be beneficial for learners to engage in their pair work. More specifically, true collaboration may well not transpire naturally between peers in pairs despite having been paired off.

Effective participation occurs when there are norms for pair work which learners understand and appreciate (Gibbons, 2002). Drawing on Wood, Bruner, and Ross (1976), we consider peer modeling as a useful strategy to assist English L2 learners to complete meaningful tasks. Modeling in general is defined as "the process of offering behaviors for imitation... until the language

maturity is reached” (Tharp & Gallimore, 1988, p. 47). Tharp and Gallimore’s definition is strongly reminiscent of Vygotsky’s (1978) sociocultural theory which claims that human mental activities have their origin in social interaction. The assumption is neatly captured in his general genetic law of cultural development: “every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)” (p. 57). Modeling in our study functions primarily as a scaffold with the aim of assisting both members of the pairs to perform a dialogic repetition task meaningfully within an activity frame where mutuality and equality are free to emerge where need be. In a study, Kim and McDonough (2011) showed one group of Korean learners of English a videotaped modeling before carrying out the tasks but withdrawn from the other group. Modeling in their study was intended to show instances of LREs and collaborative pair dynamics. The results indicated that those learners who were provided with the pre-task modeling produced more correctly resolved LREs and demonstrated more collaborative pair dynamics than the other group. Another study by Kim (2013) investigated the effect of pre-task modeling on attention to form to help learners to form questions in English. One group of learners viewed a pre-task modeling video while the other group did not. Results of this study showed that pre-task modeling contributes to the learners’ attention to form and their question development. The literature on modeling has largely focused on LREs in which modeling was offered to learners before they performed a task as a planning technique. Modeling in the previous ELT studies was largely in the video format and the models were mainly teachers or researchers themselves. Moreover, earlier studies have not focused on the contribution of teaching collaborative ground rules through peer modeling to individual learner participatory patterns. In order to address this gap, in this study collaborative ground rules were carefully incorporated into peer modeling demonstration to show learners how to actively collaborate with their pairs. The following research questions were explored in this study:

1. Does provision of collaborative ground rules through peer modeling change pair participatory patterns?
2. If yes, how does teaching collaborative ground rules through peer modeling change pair participatory patterns?

## **Methods**

### ***Participants***

The study took place in an intact class at a state university in north of Iran. The two-semester long course was entitled ‘Oral Reproduction of Stories’. Data for this study, however, came from the first semester. It was about four months long, including nine sessions in total. Each session lasted for about one hour and forty-five minutes. The main goal of the course was to develop learners’ fluency and accuracy in speaking. The participants in the initial phase of the study were twenty-nine EFL learners (24 females and 5 males). All were undergraduate students majoring in ELT who came from similar language backgrounds (i.e., Persian). All the learners of the class were informed about the purpose of the study and had agreed to participate. They had also consented that their voices be recorded and their portfolios be collected for research purposes. From among them, a 21-year-old (i.e., male) EFL learner was selected as a single case. Based on the result of Oxford Placement Test (OPT), his language proficiency level was assessed to be intermediate. Case study research was used in this study “because it best facilitates the construction of detailed, in depth understanding of what is to be studied, and because case study research can engage with the complexity of real life events” (Stake, 1995 as cited in Farrell &

Yang, 2017, p.3). Case studies, however, are sometimes viewed as soft research because they do not bear some of the important hallmarks of positivistic conceptions of scientific method, including objectivity and generality, among others (Duff, 2018; Robson, 1993). Despite such strong criticisms, qualitative case study has to be evaluated against the logic on which it is founded (Dörnyei, 2007). In this study, we were interested in exploring how peer modeling as a pedagogical intervention could modify the interactive decisions of one particular learner in different pairs on narrative tasks.

### ***Materials***

#### *Narrative Tasks*

In this class, we used narrative short stories in which the learners told their short stories to three different peer interlocutors. Three months before the start of the course, the instructor had assigned the learners to prepare the materials for the course. The assignments were not given for research purposes but were the routine procedures for the course. The learners were asked to select four English short stories by renowned world authors and three short stories in their L1 (Persian) by Iranian short story writers. In addition, they had to write eight short stories on their own in English. The learners were instructed that their self-selected English and Persian short stories should not be identical to the ones chosen by their classmates. At the beginning of the semester, the learners entered the class with complete portfolios including full texts of the short stories with their outlines (to jog their memories while telling their short narratives), and pictures for each story as visual supports to help their listeners to get involved in and follow the stories being told. The tellers also had to listen to three different short stories that their classmates had also prepared.

#### *Collaborative Ground Rules*

It was important for the participants to have shared understanding of how to collaborate with each other. In this article, collaborative ground rules are the implicit rules which were demonstrated through peer modeling to help learners have more effective collaboration in their pair work. Collaborative ground rules were viewed to lead to high quality of talk (Wegerif, Mercer, & Dawes, 1999). In this study, ten collaborative ground rules were incorporated in the peer modeling demonstration (Dawes, Mercer, & Wegerif, 2000). However, we focused only on six of them which we call the 6GRs as shorthand. They are as follows

- Ask question and wait for a response;
- Hold back explanation to hear listener's ideas or questions;
- Allow listeners to interrupt and take initiative;
- Have contingent and extended talk;
- Respond and attend to each other's talk;
- Ask learners to justify and provide more explanation for their ideas.

#### *Peer Modeling*

As it was an intact class, we got the permission for one session from the course instructor to have the modeling demonstration in the class. In order to provide a peer modeling session, two learners (i.e., female) from the same major and university were chosen as models. They had the

same roles as a teller and a listener of the story similar to what the learners did in the class. The S-model<sup>1</sup> was asked to narrate one of her self-authored short stories to the L-model<sup>2</sup>. They had already taken OPT<sup>3</sup> and were both highly proficient in speaking. They, however, had not been to any English-speaking countries to use English for communicative purposes. As preparation, there were three rehearsal sessions in which one of the researchers was also present. She gave feedback and provided the collaborative ground rules so that they were incorporated in their collaborative dialogue during the telling of the short story. All these three rehearsal sessions were both audio and video recorded, and later transcribed and analyzed to improve subsequent rehearsal performances.

Prior to each session, previous scripts with comments were given to the models so that they could practice and work on them. The models performed for class on session five. The reasons behind the peer modeling after four sessions into the course were that the learners: (a) had become familiar with the requirements of the course, (b) formed an initial judgment of their interlanguage and interactional competence, and above all, (c) could notice the gap between their performances and the models. The latter as the significant other could provide an opportunity for the learners to compare their own performances with those of the models after viewing the modeling demonstration. This point is in line with Thornbury (2005) who claimed that for improving a skill, learners might be better to first “having a go” and then viewing modeling performance of the same task. Therefore, the peer modeling was used to show the learners how to collaborate with each other using the 6GRs. The main peer modeling demonstration in the class was both audio and video recorded, and besides the live modeling, two extracts of the recorded video (i.e., opening and closing episodes) were sent to the learners via Telegram instant messaging to reinforce what they had viewed live in the classroom. For a brief illustration, the transcript of the closing part of the modeling talk shows the collaborative ground rules emerged in the task:

*Example: Closing Talk- Peer Modeling*

- 229 S: ..... when these people go back home while they have smile on their face and two or more fingers cut
- 230 L: ok I just change my mind it's not a happy ending it's a terrifying ending and why are they smiling?[ I can't unde ... = → *Ask a question*
- 231 S: =what do you feel about why aren't you happy with it? → *Ask a question*
- 232 L: umm I feel you try to convey the morality of sacrificing yourself for other happiness so maybe that's what the reason was → *Share ideas*
- 233 S: that's it and you know I just try to convey and emphasis on the morality of the issue that sacrificing yourself for those who you really love its' really precious you know rather than cutting your fingers tell me how you feel about it?
- 234 L: uhm well umm I think it's very impressive point of view but I think I wouldn't ended my story like that → *justify and share idea*

- 235 S: how would you end your story? → *Ask open question*  
 236 L: I have different idea like the people wouldn't save the children and their  
 ghost come back and come to the cities  
 237 S: horror story  
 238 L: yeah something likes that  
 239 S: that's an ending  
 240 L: would you do that? Would you sacrifice part of your body for someone  
 else? → *Having initiatives*  
 241 S: you know to me they did this for the happiness for themselves okay  
 because if you lose a finger you will regret for it for a day or so but if you  
 lose your child you will regret everyday of your life so that's why they  
 sacrifice their fingers for their children

As can be seen, in this extract of the main modeling performance, both the S-model and the L-model engage with the task at hand. They are both actively oriented to what their peer is saying and are responsive to each other's opinions. In addition, they ask questions (lines 230, 231 and 235), listen carefully to each other's opinions, share their ideas (lines 232 and 241), and justify their ideas which help them to have extended and high quality of talk. The S-model holds back the explanation and provides her peer more wait-time to provide her responses.

### ***Procedures***

This study employed an ethnographic method conducted longitudinally (i.e., 4 months) to determine how peer modeling changed the learner's participation patterns. In this class, the course instructor asked the learners to get into pairs and sit face to face with their pair members. Each session, the learners narrated their short stories three times to different listeners and also listened to three different short stories of their classmates while recording their voices. The learners were not pressured in terms of amount of time they spent on performing the tasks. The listeners of the short stories paired up with their self-selected peer in each session, i.e., they were not predetermined by the instructor. In the fifth session of the course, that is, the peer modeling day, the models performed for the whole class. The peer modeling demonstration was both audio and video recorded. To preclude the learners in the modeling session from overlooking the collaborative ground rules and from paying too much attention to the surface linguistic levels (i.e., pronunciation, accent, etc.), two parts (i.e., opening and closing episodes) of the modeling demonstration were extracted from the recorded video and were sent to the learners via Telegram instant messaging. In the subsequent sessions, the learners narrated their short stories to three different interlocutors; however, this time they had been provided with a peer modeling demonstration both live and in a video format. Refer to Table1 for the research procedures.

Table 1  
*Research Procedures*

OPT + Consent form		
Before Peer Modeling	Session 1	Narrate self-authored story
	Session 2	Narrate English story
	Session 3	Narrate Persian story
	Session 4	Narrate self-authored story
Peer Modeling	Session 5	Peer modeling+ sending video extracts of modeling
After Peer Modeling	Session 6	Narrate Persian story
	Session 7	Narrate self-authored story
	Session 8	Narrate self-authored story
	Session 9	Narrate English story

## Analyses and Findings

The data for this study came from a larger research project. The whole corpus of data for this learner was his recorded voice and portfolio which is presented in Table 2.

Table 2  
*Corpus of Data*

	Modeling	Number of Times	Minutes	Word Counts	Number of Turns
As a teller	Before	12	56:14	About 15000	437
	After	12	65:18	About 25000	680
As a listener	Before	12	85:00	About 12000	726
	After	12	106:84	About 24000	905
Total		48	322:16 (5:40hours)	76.000	2448

The learner's audio-recorded performances both as a teller and a listener of the short stories during the nine sessions were carefully transcribed. Out of the entire sets of data, three sessions before and after modeling of the learner's performances as a teller of short stories were the main focus of this study. All transcriptions were coded in terms of instances of the 6GRs. The opening and the closing parts of the talk were extracted from the sessions prior and subsequent to the modeling to determine how peer modeling changed the learner's participation decisions and trajectories. Due to the space limitation, we provide only some of the more telling extracts. In the following extracts, the original numberings of the transcripts have been kept. To determine the coding reliability, 15% of the data were re-coded by one of the researchers after four months. The simple percentage agreement for the intra-rater reliability was 88%.

### Opening Talk

First, extracts and analyses of the learner's opening talk as a teller of the short stories before and after the peer modeling are given. In the sequence of opening talk, the teller usually begins by holding up a picture of the short story for the listener to start speculating about its content.

#### 1.1. Opening Talk- Before Peer Modeling

##### Extract 1: Opening Talk – Before Modeling- Session 2

- 7 S: → you have any idea about this picture?  
 8 L: → mm... killing a witch maybe or killing by mistake=  
 9 S: = <yeah yeah> ok she is (2) Joan of Arch  
 10 L: Joan of the Arch? =  
 11 S: =yeah we called in Persian ژاندارک (Joan of Arc)  
 12 L: ژاندارک (Joan of Arc)  
 13 S: → did you heard this name?  
 14 L: no not heard this name? no I haven't  
 15 S: ok erm ...Joan of Arc... God chosen her to let France erm... to victory in a long running war ...against England=  
 16 L: → =so she was a messenger?  
 17 S: yeah yeah! at the age of erm thirteen erm (2) erm Joan of Arc a poor girl erm... began hearing voices and having vision ok? Voices told her to go an important mission [mmm] to erm ...save France ok? ...

This is an extract of the opening talk where the teller is preparing the ground prior to embarking upon narrating one of his self-selected short stories to a listener. This is from the second session of the course and prior to the peer modeling. Just before the learner launches his narration, he sets out the picture on the table to sound the listener out about the picture of the story (line 7). He asks a question but very soon after he interrupts the listener. The teller stops the listener's response (line 9) with his rapid-fire "yeah yeah ok" and jumps in uncaringly to continue with his own agenda. He does not engage with the talk initiated by the listener. Instead of asking the listener a follow-up question; for example, how he came up with this speculation, the teller launches his narration in lurch. The teller does not wait for his listener to elaborate on his ideas, nor does he provide any evaluative comments on whether the listener was right or not. Practically, the teller sidelines the listener to a passive role as in line 16, i.e., the listener initiates a question; however, the teller just utters "yeah yeah" and goes on with his own agenda that is retelling the story without caring about the listener's question. The listener seems to want to take a turn and participate; nevertheless, the teller either does not wait to hear his ideas or interrupts his talk. The teller restricts the listener's right to take a turn, share his ideas and ask his questions. The following segment is another case in point:

##### Extract 2: Opening Talk – Before Modeling- Session 3

- 12 S: → picture yeah can you imagine that? \* What is it about? \* (2)  
 13 L: → I see in this picture a boat and a fishing man erm ...I think erm they want to trade something isn't it? They want to [ buy or sell =  
 14 S: = >[yeah exactly<  
 15 L: = >[fish<  
 16 S: [thank you  
 17 L: [your welcome]  
 18 S: ok my story have two main character  
 19 L: mmm  
 20 S: the businessman and the fisherman ok? And... this story about this two character  
 21 L: → uh-hu  
 22 S: in one of the southern of the island ...wealthy businessman was taking a morning stroll near the coast ...and at that time ... saw a fisherman with two freshly fish  
 23 L: uh-hu  
 24 S: ok?  
 25 L: uh-hu



This is another extract of the opening talk before peer modeling and from the third session. Similar to the previous extract, the learner shows the picture of his story to the listener to have her opinions (lines 12 and 13). In line 14, the teller's quickened utterance of "yeah exactly" interrupts the listener's contribution. Interruption by teachers or learners could be a sign of mutual engagement or shutting down (Kachur & Prendergast, 1997). In this case, the interruption is to shut down. The teller's and the listener's orientation toward turn-taking is evident in their overlapped turns, demonstrating that both of them want to get the floor (Sacks, Schegloff, & Jefferson, 1974). As can be seen, in lines 13-15 there is an overlap between the listener's and the teller's utterances showing that neither of them waits for their partner to complete their turn. The teller's willingness to start narrating and terminating the talk about the picture of the story are evident in line 16, where he just thanked the listener and his utterance of "ok" in line 18. Except for the turns 12 and 13, there are no other questions, sharing ideas and opportunities to have a collaborative talk; thereafter, the listener just utters continuer tokens (e.g., lines 19, 21 and 23). There is little evidence of pair active participation and collaboration. As Mercer and Littleton (2007) stated, the learners work in a pair but not as a true pair. It is somewhat reminiscent of "cumulative talk" proposed by Mercer (1995) in which pair members build uncritically on each other's contributions by repeating or confirming each other's utterances (also cited in Mercer & Littleton, 2007).

Up to this point, the two representative extracts of the opening talk before the peer modeling session demonstrate that the teller was sparingly with his questions and disallowed free exchange of ideas in the cut-and-thrust of their lopsided interactive talk. Indeed, the listener of the story seems to have resigned himself to producing mechanical, machine-gun continuers. His production of "yeah" as a continuer gives the teller the right to continue with his extended talk (Schegloff, 1981). For a true collaboration to unfold, however,

*[S]peakers must learn to listen to the utterance of a previous speaker across its delivery, process it as it is spoken, interpret it, create and formulate a reply as they listen, find a natural completion point in their interlocutor's discourse and take the floor at the appropriate moment (Kramsch, 1985, p. 177).*

### 1.2. Opening Talk- After Peer Modeling

In the previous section, two extracts of opening talk were provided from the before-modeling sessions. This section compares pair participatory pattern in opening talk subsequent to the peer modeling. To track down how peer modeling with the 6GRs contributes to pair participatory patterns in the opening talk, two extracts are provided. The following two extracts illustrate how the learner's participation modified after the provision of collaborative ground rules through peer modeling. These extracts are from session seven and eight subsequent to the modeling demonstration.

**Extract 3: Opening Talk- After Modeling- Session 7**

- 05 S: thank you for listening my story. erm... this is the picture of my story and it was a real story as you know I think ...
- 06 L: → = is it real?
- 07 S: → yeah it was a real story. Based on a real event... erm 2003 ...can you guess something about this picture?
- 08 L: you know, since I because I haven't seen the movie erm..
- 09 S: → yes the name of the movie is [ one hundred]
- 10 L: [one hundred]
- 11 S: [27 hours]
- 12 L: [27 hours] yeah but I just heard about it
- 13 S: → well can you guess? (2)
- 14 L: → you know it's about some people someone erm travel alone and want to discover erm
- 15 S: → yeah
- 16 L: desert I think
- 17 S: >yeah exactly <
- 18 L: and erm the (inaudible) about trap
- 19 S: → yeah thank you erm I start my story with a question ok? What would you do in death or life situation? What you what would em what would you give up to save erm your life? (2)
- 20 L: → what will I give up?... I think it depends on the situation=
- 21 S: = any that situation can you imagine
- 22 L: that situation I don't know I am not a I am not going to lose my hand (laughter)=
- 23 S: → =uh (laughter) ok exactly could you give up your own arm? ...could you cut off your arm?=  
=I don't know if I'll be on that situation I use my arms to erm to leave I don't know ...=
- 24 L: → =I don't know if I'll be on that situation I use my arms to erm to leave I don't know ...=
- 25 S: (laugh)
- 26 L: → = I mean I mean die I die by bleeding =
- 27 S: =yeah ok thank you Aron is the name of the person Aron

This extract represents the learner's opening talk in the seventh session after peer modeling. Although the teller is evidently controlling the topic, they are both busy sharing thoughts. At first glance, it is immediately obvious that the quantity of talk and the number of turns have increased as compared to the before-modeling sessions. As shown by the arrows, the learner managed to integrate the collaborative ground rules (the 6GRs) which had been dramatized in the modeling demonstration. The extract features such instances as taking initiatives (line 16) asking questions (lines 7, 13, 19 and 23), sharing ideas (lines 14, 20, 22, 24 and 26), and holding back comments to provide space and time for the listener to contribute meaningful ideas (lines 15, 21 and 25). In line 6, the listener initiates a question but unlike the before-modeling sessions, the teller responds to the probe rather than ignoring the listener's contribution. In addition, when the listener, in turn 8, says that "since I because I haven't seen the movie erm...", the teller tries to assist him by telling him the name of the movie from which he had drawn his inspiration so as to have the listener engage meaningfully with the task at hand. The teller then proceeds with follow-up questions in line 19 which leads even to more contingent interactivity. The pair's talks are contingent as it has the two features of cohesion and unpredictability (van Lier, 1996). Cohesion is evident as pair members repeat and extend each other's unfolding talk (e.g., lines 5-12 and 19-22) and unpredictability in lines 19 and 23 where they both co-construct the topic being initiated. Their interactive participation and commitment is clearly unlike the talk they had experienced before modeling.

In what follows, another extract of opening talk is provided. This extract belongs to after-modeling session.

**Extract 4: Opening Talk- After Modeling- Session 8**

- 9 S: = this is the picture  
 10 L: should I guess something?  
 11 S: → yeah exactly have you any idea about this picture?  
 12 L: → burning midnight oil is it cell phone or monitor?  
 13 S: yeah it's monitor [TV  
 14 L: → [TV], ok midnight sounds like I think he is watching football  
 15 S: football?  
 16 L: → for example in the morning four a.m. something like that because he resist  
 to sleep he doesn't want to sleep=  
 17 S: → = do you think he have a kind of addict to TV?  
 18 L: addicted?  
 19 S: yeah addicted (2)  
 20 L: → maybe yes why not all of us are addicted to something for example I am  
 addicted to cell phone or something like that  
 21 S: yeah  
 22 L: → what about you?  
 23 S: erm  
 24 L: → are you addicted to something?  
 25 S: → yeah I'm addicted to cell phone now but when I was child I addicted to TV  
 26 L: ok =

This is an extract from session eight after peer modeling. Both pair members ask meaningful questions (lines 11, 12, 17, 22 and 24), share ideas (lines 14, 16, 20 and 25) as well as their collective reasons (line 20), and have extended turns at talk. In turn 16, where the listener is sharing his thoughts about the picture of the story, the teller asks a follow-up question which encourages the listener to engage more with the task, resulting in his having extended turn (line 20). Both pair members seem to be willing to engage with each other's ideas (Erickson, 1989). Prior to the peer modeling session, the teller went along with his own self-oriented agenda; here, on the other hand, the pair exhibits alignment in participation. The teller asks more follow-up questions and makes the listener eager to continue his talk instead of cutting off his contribution. The listener also changes his discourse identity from a responder to a questioner (Nakamura, 2010). It is not only the teller who asks questions, the listener also follows suit. For example, in line 22, the listener initiates a question about what the teller himself thinks about "TV addiction".

Subsequent to the modeling session, the collaborative ground rules integrated into the modeling demonstration help the pair members to actively collaborate with each other. The 6GRs encourage pair members to wait for peer responses, move the talk forward rather than having simple IRF sequence, ask follow-up questions, and allow them to share their opinions. Kramsch (1985) suggests that in order to improve learners' collaboration they need to initiate a turn, share ideas, elaborate on each other's ideas, etc., which are in line with the 6GRs knitted in the modeling demonstration in this study and what learners used in their dyadic interaction subsequent to the peer modeling. Pair members' utilization of the 6GRs led to the pair's fuller participation. As was mentioned earlier in the introduction, when learners are paired up to collaborate with each other, they rarely have true collaboration and participation (Mercer & Littleton, 2007). In this regard, Mercer and Littleton's claim has been found to be the case, but only in pair's performances before the modeling sessions; however, the pair's participation significantly improved after viewing the modeling demonstration in which the 6GRs were incorporated.

***Closing Talk***

In this section, we analyze the closing segments of talk that were extracted from the learner's dialogic narrative tasks before and after peer modeling. In the closing talk, the pair members

usually talked about the theme of the story, their ideas about how the story ended, their opinions about what they would have done if they had been in the character's shoes, etc. The following are the closing segments of the same opening extracts explained earlier.

*Closing Talk-Before Peer Modeling*

**Extract 5: Closing Talk- Before Modeling- Session 2**

- 59 S: yeah sorry she was taken to the square of town and... steaked and burned ok? [But...=
- 60 L: → =[but] how did like being burned and steaked is more useful like witches and[so=
- 61 S: = >[yeah] yeah yeah< sorry the England threatend Joan of Arc to a dark witch and England people denied her... communicating with God and tell him she was a dark witch
- 62 L: → mmm
- 63 S: you know as you said in the first of the story and erm... at the end but the French people... believed her until now and she think that and she believe that Joan arc was a erm (2) powerful and miracle women that had divine source from god
- 64 L: → yeah divine connection
- 65 S: divine [connection
- 66 L: [ability]
- 67 S: exactly and it was a real story and nobody written this story (2)
- 68 L: thanks for your interesting story

This is an extract of the closing talk of the second session before modeling. Similar to the opening talk before modeling, the teller and the listener of the short story are not truly collaborative. They are not particularly attentive to each other's talk. The teller also tends to sideline the listener to a passive role, though possibly unwittingly in the cut-and-thrust of the interactive talk. For instance, in line 60, where the listener initiates a question, the teller does not wait for the listener to complete or to elaborate on his question; instead he takes the turn with rapidly produced "yeah yeah yeah". Then, the teller continues with an irrelevant answer which was not truly a response to the listener's question at all (line 61). Also, in cases when the listener wants to take a turn to engage, the teller does not allow him to do so. He does not engage the listener, and presses ahead with his own plans for the short story.

**Extract 6: Closing Talk- Before Modeling- Session 3**

- 68 S: so what exactly so what ( both laugh) and the erm the fisherman said exact your sentence so what at the end... what can I do and the businessman said that and then you can retire and move to the small village near the coast where you can sleep in... fish a little in the morning eat lunch with your lovely wife
- 69 L: (laugh)
- 70 S: wife and=
- 71 L: → =these are the word [that]=
- 72 S: = >[yeah exact] < word the fisherman said to the businessman and take a nice long nap in the afternoon and go to the village and having fun with your friends and having drink drunk vine with your friends and something like that
- 73 L: the fisherman already do [all these
- 74 S: >[yeah]exactly< the fisherman the life of fisherman is this the senten[ce=
- 75 L: → =[so] I think you the point of your story was to live simple and [enj=
- 76 S: =[exactly] =
- 77 L: → =[and enjoy your life]=
- 78 S: =[be the more with less]

In this extract, the teller is busy retelling part of his story when the listener attempts to take the initiative at the possible completion point of a Turn Constructional Unit (TCU) (line 71). Instead

of waiting for the listener to complete her turn, the teller interrupts her half way through her talk (latched turn) with “yeah exact” (line 72). He then continues with his story without any follow-up probes to engage the listener. Line 73 is yet another instance where the teller interrupts the listener and takes the turn in an overlap. Overall, the teller just seems oriented to finishing the story, or forwarding the telling. He does not extend on the listener’s initiation and presses ahead with the rest of the story. However, the listener finally manages to share thoughts in line 75 which is the only positive point in this extract.

Similar to the opening talk of the before-modeling session, in the closing talk of the activity the pair members are not oriented to establishing a solid basis for interaction, either. The pair members just superficially respond to each other’s contribution. To be more specific, the teller does not provide a dialogic space for the listeners to participate. Interestingly, when the listeners do initiate, the teller keeps interrupting them so as to get back to his plan.

#### *Closing Talk- After Peer Modeling*

In what follows, two extracts of the closing talk after the modeling session are provided to showcase how modeling changed the learner’s participation after the provision of the 6GRs in the modeling demonstration.

#### **Extract 7: Closing Talk- After Modeling- Session 7**

- 56 L: → = before even he born?  
 57 S: yeah  
 58 L: → I think this story erm have two ethical massage for us  
 59 S: yeah  
 60 L: → the first one is this luck can represent the proud and selfishness of Aron he was so proud of himself  
 61 S: → > yeah exactly< he wasn't danger of anything  
 62 L: yeah  
 63 S: he should tell anyone  
 64 L: tell care  
 65 S: → he should tell anyone some person  
 66 L: yes  
 67 S: where he was going  
 68 L: → not wrong it was his proud that trapped him  
 69 S: → yeah and the another and the another one? =  
 70 L: → =erm and the second one is erm have hope have something=  
 71 S: → =yeah hope is the important thing in that situation I think  
 72 L: yeah the hope is everything for living  
 73 S: yeah  
 74 L: without it no one will be living  
 75 S: → and vision when he saw her future... son his future son he saw he saw his future son... helped him to not give up  
 76 L: yes =

This is the closing talk after modeling. As can be seen, both the teller and the listener of the story collaborate actively with each other to arrive at intersubjectivity. The learner prompts the listener to share ideas by using genuine continuers. Their unfolding talk emerges out of their contingent contributions. They share thoughts and ideas (lines 58, 60, 61, 65, 68, 70, 71 and 75). The teller waits for the listener to have extended turns by producing continuers or repeating parts of his talk. The teller listens with a caring attitude to the listener’s opinion. For instance, when the listener in line 58 says that “have two...”, the teller in line 69 wants the listener to elaborate on the second point. The 6GRs are utilized by the pair members. They do not interrupt, but instead

assist each other to continue their talk. The teller also asks follow-up questions which led to extended rather than disjointed talk.

**Extract 8: Closing Talk- After Modeling- Session 8**

- 87 S: yeah it was a dream thanks heaven erm lesson I learn after that watching that movie I will never watch that much TV a lot ever since that dream I started going out more and I limited my time to watching TV and of course I stopped watching horror film
- 88 L: horror films=
- 89 S: =right now I never watch=
- 90 L: → = yes I think it is parent's fault=
- 91 S: = yeah=
- 92 L: → = they permit children to watch TV or=
- 93 S: = exactly=
- 94 L: → = work with cell phones they have to make them make a sort of connection with others we should be sociable=
- 95 S: → = and right now I think we have this problem with cell phone=
- 96 L: = yes=
- 97 S: → = are you agree?=  
98 L: = > yes I agree < =
- 99 S: = our parents should have a=
- 100 L: → = now we are adults parents can't do anything=
- 101 S: → = not about us about the children=
- 102 L: → = yeah there must be some regulation for using such tools it is really dangerous =
- 103 S: = yeah thank you do you like it or?

This is another extract of the closing talk from the after-modeling session. In this extract, the teller and the listener of the story talk about the theme and share their ideas about the story. In turn 90, the listener shares his ideas about watching TV and its impact on the children. The teller prompts him to continue and does not interrupt him. Instead in turn 95, he adds his ideas and asks about the listener's idea in turn 97 as to whether he agrees with him or not. The pair members are cognitively engaged with each other's contributions (Philp & Duchesne, 2016). They share their ideas (lines, 90, 92, 94, 95, 100 and 102). They engage in contingent talk (van Lier, 1996), share their ideas, and build on each other's contributions. According to Wegerif and Mercer (1997), they engage critically and constructively with each other and their talk is lengthier, more responsive and more attentive to each other's contributions.

Analysis of the closing talk subsequent to the modeling represents that pair members use the 6GRs correctly in their dyads. Because of that, the pair members participate fully and collaborate with each other, thus providing learning opportunities for each other. Contrary to the before-modeling sessions, there is a freer exchange of turns and active participation of both pair members.

**Summary**

To summarize, analyses of the learner's task performances of opening and closing segments of talk reveal that the learner's interactive pattern changed from one being more monologic to one being more dialogic after the provision of whole-class peer modeling. That is, incorporating the 6GRs in the modeling demonstration led to a fuller, and more inclusive interaction on the part of both the teller and the listener of the story. The pairs' overall mutual engagement prior to the modeling was characterized as being mechanical, ritualistic and not being responsive to each other's discursive contributions. The teller tended to sideline his listener to a passive role by ignoring his/her genuine questions and the listener ultimately had to resign himself/herself to being what the teller's discourse had made of him/her. In contrast, subsequent to the modeling of

the 6GRs, the pairs managed to enhance their collaboration which led to more contingent exchanges between the pair members. Looking at the pair's collaboration subsequent to the modeling, we notice that not only the amount of the time spent on task but also the numbers of turns had increased. Unlike the before-modeling sessions where the learner was more like a passive, uncaring teller of the story, with no desire to have the listener involved in the exchanges of knowledge, his participation patterns changed dramatically after modeling: pair members waited for his/her peer to finish and complete his/ her turn, asked genuine questions, responded and attended to each other's contributions, and had contingent talk which enhanced the opportunity to share the thoughts, ideas and opinions while creating for each other quality learning opportunities. Table 3 displays pairs' discursive moves prior and subsequent to the whole-class peer modeling.

Table 3  
*Instances of the 6GRs in Talks Pre and Post to Modelling*

		Initiative	Sharing ideas	Asking questions	Completing peer utterance	Sideline contribution	Contingency
Before-modeling	Session 2	8	4	5	4	8	4
	Session 3	15	10	3	9	8	29
	Session 4	6	13	7	0	1	21
Total		29	27	15	13	17	54
After-modeling	Session 7	18	38	21	3	0	94
	Session 8	17	33	13	2	1	103
	Session 9	11	24	16	2	0	114
Total		46	95	50	7	1	311

As illustrated in Table 3, the total instances of the pairs' initiation, idea sharing, asking and answering questions prior to the modeling were 29, 27, and 15; however, subsequent to the modeling, these numbers have increased to 46, 95, and 50, respectively. Completing peer utterances decreased from 13 to 7 which indicates that after provision of the modeling the teller and the listener tended to wait for their peer to complete his/ her utterances rather than interrupting him/her. Subsequent to the peer modeling, the teller was less likely to sideline the listeners to a passive role than prior to the peer modeling, as it decreased from 17 to 1. Figure 1 illustrates the pairs' changes in participation.

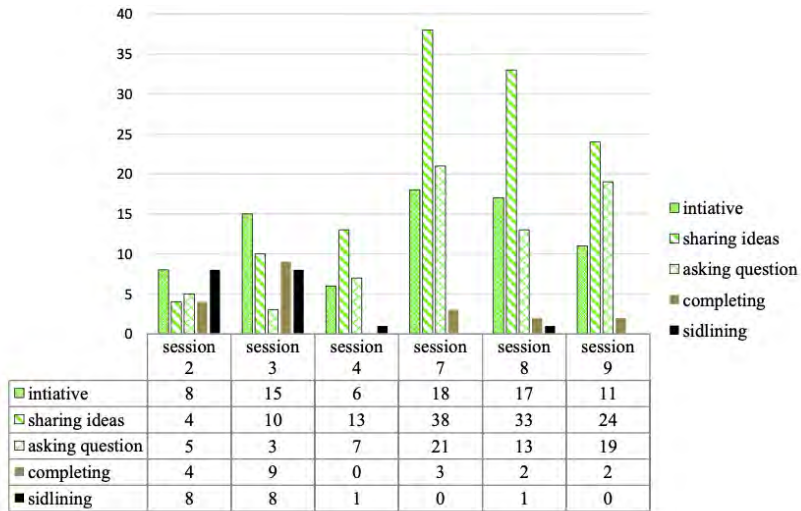


Figure 1. Changes in Pair Participatory Patterns

## Discussion and Implications

Although many studies have been conducted on pair work activities, research focusing on the link between peer modeling and learner interaction patterns is considerably small. Addressing this gap, this study aimed to explore the contribution of teaching collaborative ground rules through peer modeling to pair participatory patterns. In this regard, one learner's performances as a teller with his peers in different pairs were coded and analyzed prior and subsequent to the modeling of a short story. Overall, the findings of this study have largely documented that whole-class peer modeling seeded with the collaborative ground rules led to more contingent interactivity between the parties involved. Taken broadly, such qualitative transformation may well lead to learning as it occurs through using language to accomplish social actions (Waring, 2018).

The first research question sought to explore whether teaching collaborative ground rules through peer modeling could change the participatory patterns of the pairs in focus, specifically those of the teller. Close analyses of the transcript data provided a plethora of instances illustrating substantial change that had taken place in the interaction between pair members. This is in line with Thornbury's (2005) claim that "in learning of at least some aspects of a skill such as speaking, learners may benefit from first 'having a go' and then observing a skilled practitioner performing the same task" (p.58). However, unlike the findings from Chen's (2018) study which showed that non-collaborative pair members tended to form and incorporate more collaborative pattern into interaction over time without pedagogical intervention, the findings of this study provide counter evidence indicating that pair participatory patterns were largely stable (non-collaborative) prior to peer modeling. The pair patterns of interaction only began to change after four sessions, exactly subsequent to the peer modeling demonstration. It is important to note that in previous studies (Kim, 2013; Kim & McDonough, 2011) models were the significant other (teacher or researcher) with whom learners might possibly not have connected strongly. In this study, however, following Schunk and Hanson's (1985) suggestion that similarity between models and observers is of paramount importance, we adopted peer modeling. Paraphrasing Festinger (1954), Schunk and Hanson (1985) postulate that "the best (most accurate) evaluations derive from comparisons with



those who are viewed as similar in the ability or characteristic being evaluated” (p.152). Moreover, pairs’ appropriation of the ground rules probably lends support to the claim that “learners imitate the part that they do fairly well” (Wood et al., 1976, p. 99). In this study, pairs’ proficiency level was such that they could shift attention from meaning to interaction management. The second research question explored the nature of the change that had taken place subsequent to the peer modeling dramatized in the fifth session. Our data from the pairs in this study included many instances showing pairs’ talk had changed qualitatively: their talks were substantially more contingent, sequentially more extended, significantly less disruptive (pair members tended to wait more patiently for the other party to finish their contributions). Furthermore, the talk had more question and answer sequences, idea sharing, etc. Our analyses of data have amply documented sequences of interaction prior to modeling wherein the teller was so focused on meaning that he seemed to unintentionally ignore the interaction management skills (Goh & Burns, 2012), so much so that the individual listener in each pair was ultimately reduced to providing limited responses, aiding the teller’s agenda, i.e., completing the task at hand. Our finding, hence, supports earlier studies that simply pairing-up learners will not automatically create quality learning opportunities (Bennett & Cass, 1989; Ellis & Gauvain, 1992; Leki, 2001; Nelson & Murphy, 1993; Storch, 2002). However, the current study found that modeling seeded with the 6GRs could be a useful pedagogical technique to enhance pairs’ collaboration skills in interaction. The findings of this study are consistent with previous research that collaborative ground rules encourage pairs’ fuller participation (Dawes et al., 2000; Littleton et al., 2005; Mercer, Fernandez, Dawes, Wegerif, & Sams 2003; Rojas-Drummond & Mercer, 2003). In this regard, Kramsch (1985) suggests that learners may perceive their poor performances in dyadic interaction derive from their low proficiency; however, they are not aware that their poor performances could well originate from their not using ‘discourse interactive structure’. To counteract this negativity, she suggests that “[T]his can be done by systematically teaching discourse management operations and by increasing the metacommunicative awareness of the learners” (p.180).

With regard to learners’ awareness, in contrast to previous research which has shown that learners are not aware of what is expected of them when assigned to perform pair work tasks, and that teachers provide little useful interactive assistance to learners, resulting in a mismatch between what teachers want learners to do and what learners actually do in their pair work (Breen, 1989; Davis, 1997; Mercer & Littleton, 2007), this study has illustrated that incorporating the 6GRs in the modeling assists pair members to understand at least part of the purpose of the task at hand i.e., engaging with the tasks to build up contingently sequential talk, and act accordingly. Although the pairs participated fuller subsequent to the modeling, the pairs’ performances after the modeling sessions ultimately tapered off perceptibly. Generally, the instances of the 6GRs were more frequent than before-modeling sessions, but the pairs tended to participate in tasks fuller on session 7 than on session 9. This might not be completely in line with what Thournbury (2005) has claimed: that learners should first perform, observe, and re-perform. This study seems to suggest that modeling could be more beneficial if it is repeated more intrusively at regular intervals over the course, that is to say the sequence ‘perform, observe, re-perform, and *re-observe*’. This might help learners not to backslide into their former interactive selves.

## Conclusion

This study sheds light on the contribution of peer modeling with collaborative ground rules to pair participatory patterns. Analyses of the transcript data showed that teaching collaborative ground rules through peer modeling changed pair participatory patterns. In particular, it showed that peer modeling could be used as a useful pedagogical technique to promote pair participatory patterns in a way that both parties benefit from their collaboration. Given the prevalence of pair work in the language learning classroom, the findings of our study have significant implications

for L2 pedagogy. Resonating with other studies, our study shows that collaboration does not just happen simply because learners are co-present in a pair (Mercer & Littleton, 2007), it needs to be brought to their attention. Also, the results document the efficacy of peer modeling in promoting collaboration. While there are important reasons for the use of case study, the findings of our study are obviously not definitive because of its narrow scope. More studies need to be conducted on the nature and conditions of modeling, including the cognitive, affective, and performance factors.

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## Appendix A

### Transcription Notations

S	Speaker or teller of the story
L	Listener of the story
.	Sentence-final falling intonation
?	Rising intonation, questions or other
°soft°	Spoken softly/ decreased volume
=	Latch
→	Highlights points of analysis
[ ]	Overlapped talk
>.<	Increased speed
...	Pause of one second or less
(2)	Silence; length given in second

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<sup>1</sup> S-Model: is Speaking Model who narrates the story.

<sup>2</sup> L-Model: is Listening Model who listens to the story.

<sup>3</sup> S-Model's score in OPT: 72 out of 100 in listening and 69 out of 100 in grammar.

L-Model's score in OPT: 86 out of 100 in listening and 88 out of 100 in grammar.