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Exploring interaction patterns and negotiation for meaning in student-centered oral tasks among young learners

Mara Lopes

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EXPLORING INTERACTION PATTERNS AND NEGOTIATION FOR MEANING IN STUDENT-CENTERED ORAL TASKS AMONG YOUNG LEARNERS

MARA LOPES

ABSTRACT

The present study focuses on exploring interaction patterns and negotiation for meaning in student-centered oral tasks among young learners, aiming to explore how the different interaction patterns can influence the use of negotiation for meaning strategies thus impacting the learning process within the EFL classroom context. This action research project was conducted with a 4th grade class of 12 students in a primary school in the suburbs of Lisbon. Students participated in oral tasks designed to promote communication in pairs, including information gap activities, role-plays, and guessing games. These tasks provided opportunities to practice pre-learned vocabulary and sentence structures while negotiating for meaning with their peers. The study aimed to identify how different interaction patterns such as collaborative, expert/novice, dominant/dominant, and dominant/passive influenced the frequency of negotiation for meaning strategies, such as clarification requests, comprehension checks, and confirmation checks. Nine audio recordings of student interactions were analyzed both qualitatively and quantitatively to collect data. Additionally, an observation grid documented non-verbal cues to provide a more detailed understanding of the interactions. The findings suggest that collaborative dyads showed high levels of negotiation for meaning, with both partners actively participating. Expert/novice pairs also negotiated frequently, though the expert learner led the interaction. In contrast, dominant/dominant dyads were more competitive, with more interruptions, whilst dominant/passive pairs engaged in minimal negotiation, as the passive learner contributed little.

KEYWORDS: interaction patterns, oral interaction, student-centered, negotiation for meaning, pair work.

EXPLORAÇÃO DOS PADRÓES DE INTERAÇÃO E ESTRATÉGIAS DE NEGOCIAÇÃO DE SIGNIFICADO DURANTE ATIVIDADES ORAIS A PARES

MARA LOPES

RESUMO

O presente estudo explora os padrões de interação e a negociação de significado em tarefas orais focadas no aluno entre jovens aprendizes, com o objetivo de analisar de que forma os diferentes padrões de interação podem influenciar o uso de estratégias de negociação de significado, no ensino de inglês como língua estrangeira. Esta pesquisa-ação foi realizada com uma turma do 4º ano composta por 12 alunos, numa escola primária nos subúrbios de Portugal. Os alunos participaram em tarefas orais a pares que incluíram atividades com lacunas de informação, role-plays e jogos, praticando vocabulário e estruturas frásicas enquanto negociavam por significado com os seus pares. O estudo analisou como diferentes padrões de interação, tais como colaborativo, perito/novato, dominante/dominante e dominante/passivo, influenciaram a frequência de estratégias de negociação de significado, como pedidos de clarificação, verificações de compreensão e verificações de confirmação. A recolha de dados incluiu nove gravações de áudio das interações dos alunos durante estas tarefas, analisadas qualitativa e quantitativamente, e uma grelha de observação para documentar linguagem não verbal. Os resultados sugerem que as díades colaborativas apresentaram altos níveis de negociação de significado. As díades perito/noviço também negociaram frequentemente, embora o perito tenha assumido um papel de liderança na interação. As díades dominante/dominante apresentaram interações mais competitivas, com mais interrupções, e as díades dominante/passivo demonstraram pouca negociação de significado, uma vez que o aprendiz passivo pouco contribuiu para a interação.

PALAVRAS-CHAVE: negociação de significado, trabalho a pares, padrões de interação, foco no aluno, interação oral.

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Introduction

1. Background to the study

Speaking in the young learner classroom is crucial in order to promote peer interaction, as it creates opportunities for learners to clarify ideas, explain concepts, and combine chunks of language (Oliver & Philp, 2014). Without the immediate feedback from the teacher, students become more attentive to their peers' utterances, which helps improve both speaking and listening skills (Pinter, 2007). A key process that supports this development is negotiation for meaning (NfM) – a collaborative process in language acquisition in which learners interact to overcome communication challenges, thus achieving mutual understanding – that creates opportunities for learners to overcome communication challenges and achieve mutual understanding (Foster & Ohta, 2005). Additionally, explaining to peers enhances the understanding of both the speaker and the listener thus promoting autonomy and knowledge exchange (Leslie, 2021). According to Storch (2002), this exchange can differ based on specific interaction patterns, which are the ways in which learners engage during oral tasks, consequently influencing both their learning effectiveness and pair. As a trainee English teacher, I have observed during my supervised teaching practice the challenges that young learners go through during oral tasks, such as expressing themselves, collaborating with different classmates, and overcoming misunderstandings. Having observed this, these experiences showed me the importance of considering and understanding how students interact during such activities and how these interactions can contribute to their language development.

Since much research is focused on older learners' interactions in foreign language contexts, there is a gap in understanding younger learners' interactions in this same context (Gagné & Parks, 2013; Pinter, 2007). This gap ignited my interest and encouraged me to explore how interaction patterns during oral tasks can influence negotiation for meaning with these particular students. I aspire to obtain insights that will inform my future teaching practice and support students in developing essential communication skills, such as the use of comprehension, clarification, and confirmation checks, components of NfM.

2. How did the idea originate?

As a future teacher interested in helping young learners improve their communication skills, I have observed the complexities and difficulties that can occur in classroom interactions. Pupils who have difficulties expressing themselves, who find it hard to work with particular students, and who occasionally miscommunicate with their peers are examples of these situations. Notwithstanding these challenges, I have also witnessed the significant opportunities for learning that can occur when students engage in oral tasks, such as the opportunity for students to build confidence, improve language skills, and develop social competencies.

This made me reflect on how students interact with one another during oral tasks and how these interactions can influence their communication and learning experiences. I became interested in interaction patterns, which are the different ways in which learners engage with one another whilst speaking and working together. The work of Storch (2002) has identified different interaction patterns, each of which influences how students negotiate for meaning and support one another's language development. Being aware of these patterns can provide insight into how young learners behave in these interactions. Consequently, this led me to develop this action research project, in order to explore the role of interaction patterns and how they can influence negotiation for meaning in student-centered oral tasks for English as a Foreign Language (EFL) learners in primary school.

3. Aims of the study

This study aims to explore the interaction patterns that can occur during student-centered oral tasks amongst young learners in a classroom setting and their role in promoting negotiation for meaning thus contributing to the process of language learning. Moreover, the study aims to address a gap in this research area, regarding young learners' interactions in oral tasks within an EFL primary school context. By examining these interactions, I hope to obtain practical insights and develop strategies that will help me create more effective pairs and promote interaction and language acquisition in my future teaching practices.

These questions guided the development of this action research project and reflect an effort to understand how students interact and collaborate during oral tasks, as well as how these interactions contribute to their language learning, particularly regarding negotiation for meaning. The work of Storch (2002) and Mayo and Agirre (2019)

emphasize the importance of peer collaboration and negotiation for meaning, therefore my research aims to offer insights into young learners' behavior in the classroom.

This study will be centered around the following research questions:

1. What types of interaction patterns emerge during student-centered oral tasks among young learners in a classroom setting?
2. How do these interaction patterns influence negotiation for meaning among young learners during student-centered oral tasks?

The following chapters outline the research process and its findings. Chapter I presents the literature review. Chapter II mentions the action research context and methodology. Chapter III details the findings, whilst Chapter IV discusses their significance and concludes the study. This study also reflects on its significance for my professional development and contributes to ongoing discussions on improving student-centered pedagogies in primary education.

Chapter I: Literature Review

I.1. Introduction

A shift from teacher-centered pedagogies to collaborative learning and student-centered approaches is being investigated in current research (Dole et al., 2015; Yılmaz & Bulut, 2017). These pedagogies include active student participation and peer interaction, which are key to promoting engagement and deeper learning. However, there is limited research that focuses on interactions between young learners during oral tasks and how these can improve their learning (Gagné & Parks, 2013). Most studies within this research area focus on adults or high-school students (Gagné & Parks, 2013; Pinter, 2007), which then leaves a gap in understanding this same process within younger children. Developing communication skills is crucial for young learners, and student-centered oral tasks are key in order to achieve this (Butler & Zeng, 2014). It is important to understand different interaction dynamics and how they influence negotiation for meaning in order to improve teaching methodologies and learning outcomes (Garcia Mayo & Agirre, 2019; Kutnick & Kington, 2005).

This present review will be organized into sections pertaining to the central concepts of this research, with the first one being interaction patterns and the

categorization of each. The following section will focus on defining negotiation for meaning and the different strategies that encompass this concept. Additionally, it will also address how interaction patterns and negotiation for meaning can influence oral interaction tasks and their outcome, with a discussion of relevant research on this topic.

I.2. The role of speaking and interaction

Why is oral interaction so important when teaching a second or a foreign language? Oliver and Philp (2014) note that when acquiring our first language, we first develop our speaking and listening abilities, which are active skills – as opposed to writing and reading which are passive skills. The same pattern holds true when acquiring a second language and/or a foreign language. Leslie (2021) mentions that young learners tend to want to show their knowledge to their families and teachers when learning a language and that is mostly achieved through oral communication. However, how do we improve the ability of young learners to communicate orally? It is through creating opportunities for oral interaction, especially amongst peers.

When students are participating in teacher-centered activities, there is little to no opportunity for them to combine individual words that they learned in order to produce longer expressions, thus limiting their autonomy (Leslie, 2021). In teacher-centered activities, where teacher-student interaction is most common, the teacher does most of the talking with individual students, the interaction follows a 'initiate-respond-evaluate' cycle and other students become excluded from the interaction until it is their turn (Oliver & Philp, 2014). Oliver and Philp (2014) mention that peer interaction is beneficial as learners are at an equal stage of cognitive and social development. Moreover, learners also benefit from clarifying things to their partner, becoming the explainer and combining groups of words (*idem*). Therefore, learner-centered tasks, where there is interaction between students, causes them to become more autonomous learners. Pinter (2007) notes that in learner-centered tasks students tend to show weaknesses in both their speaking and listening skills, which can be attributed to the absence of the teacher's immediate feedback. Even so, this absence encourages students to pay closer attention to the utterances of their peers and respond attentively. Leslie highlights that children can act as resources, as the process of explaining something can improve the understanding of the pupil that is providing the explanation (2021). This practice is also part of negotiation for meaning (NfM) which is a collaborative process in language acquisition in which learners

interact in order to overcome communication challenges, thus achieving mutual understanding (Foster & Ohta, 2005). Furthermore, NfM also encourages pupils to communicate meaningfully, making use of chunks of language (*idem*), and therefore they are compelled to actively produce language (Oliver & Philp, 2014).

I.3. What are interaction patterns?

Gass and Mackey (2015, as cited in DeMil & Kozikowski, 2022) describe interaction as the process through which learners encounter language input, produce language, and receive feedback. This dynamic exchange helps pupils attempt to comprehend and respond to messages or utterances from their partner, thus creating opportunities for meaningful communication and language development. Interaction patterns in language learning refer to the ways in which learners engage with each other during oral tasks, which will then influence the effectiveness of their learning process and the overall pairing dynamic.

Storch (2002) identifies four primary interaction patterns from the adult participants in her research: collaborative, dominant/dominant, dominant/passive, and expert/novice. Collaborative dyads demonstrate high levels of equality – the extent of control in a task – and mutuality – the engagement level in each other's contributions – where both participants contribute actively and share control of the task, therefore leading to effective knowledge co-construction. Dominant/dominant pairs, whilst equal in control, show low mutuality, thus often leading to disagreements or a lack of cooperation. With dominant/passive dyads there is an imbalance, with one participant often taking the lead whilst the other plays a minimal role, which can limit the passive learner's opportunities for engagement and learning. Finally, in the expert/novice pattern, the more knowledgeable student is able to provide guidance and support to the less knowledgeable peer, thus promoting a positive and supportive environment for learning. Storch (2002) also found that collaborative dyads were better for language learning as they remained stable over time and across tasks.

It is important to recognize these patterns in order to create learning environments that can support meaningful peer interactions. By designing/adapting and monitoring the different dynamics between pairs, teachers and educators can encourage more collaborative and supportive interactions for pupils, and improve the potential for language development through active engagement and mutual support.

I.4. What is negotiation for meaning?

Foster and Ohta (2005) state that negotiation for meaning is an interactive process in second language acquisition where learners work together to resolve communication difficulties for there to be mutual understanding. Storch (2002) found that learning was more likely to occur amongst learners involved in collaborative or expert/novice interaction patterns. The study suggested that knowledge transfer was more effective in pairs that engaged in these patterns, particularly those demonstrating higher mutuality, as they actively worked together to construct language knowledge. Negotiation for meaning (NfM) occurs when a listener signals that the speaker's message is unclear, prompting efforts to overcome the misunderstanding (Long, 1985, 1996; Pica, 1992, 1994, as cited in Foster & Ohta, 2005). Additionally, research has defined negotiation for meaning as encompassing three important aspects – comprehension checks, confirmation checks, and clarification requests. (Long, 1980, as cited in Foster & Ohta, 2005). Michael Long was a pioneer in defining these terms (Foster & Ohta, 2005).

I.4.1. Comprehension checks, confirmation checks, and clarification requests

Comprehension checks involve a speaker who attempts to verify whether their message has been understood by the interlocutor or not. These are often achieved through strategies such as tag questions, repetitions with rising intonation, or explicit and direct questions such as "Do you understand?" (Long, 1980, as cited in Foster & Ohta, 2005). Comprehension checks play an important role in making sure that the listener is following the dialogue and is able to provide immediate feedback regarding comprehension.

On the other hand, confirmation checks occur when a speaker attempts to validate their understanding of the message from the other person. These can include repeating or rephrasing what their peer has said, usually with rising intonation, as in the example of a speaker uttering "the man?" after hearing the other speaker's "Next to the man" utterance (Long, 1980, as cited in Foster & Ohta, 2005). This helps both participants guarantee that there is a mutual understanding before continuing in the conversation.

Clarification requests are expressions used when the listener finds the speaker's message to be unclear and asks for additional information or a reformulation. These requests can take various forms, such as wh- questions or yes-no questions, and even

direct statements such as “I don’t understand”, or imperatives like “Try again”. These expressions encourage the speaker to rephrase in order to provide further information to make their meaning clearer from the previous utterance (Long, 1980, as cited in Foster & Ohta, 2005).

These three aspects of negotiation for meaning highlight the dynamic and collaborative nature of communication in second/foreign language acquisition. It is through the use of these strategies that learners are able to deal with misunderstandings, build on shared knowledge, and also actively participate in the process of language development. Understanding how these processes function in real-time interaction may help provide valuable insights about effective communication and learning practices. Foster and Ohta (2005) also found that learners frequently support each other by clarifying, rewording, and repairing their utterances to convey meaning more effectively. The ways in which learners show engagement are by expressing interest, offering encouragement, and collaboratively monitoring and adjusting their speech which can help prevent misunderstandings and reduce frustration.

I.5. How do interaction patterns and negotiation for meaning influence oral interaction?

In order to improve teaching methodologies and learning outcomes It is important to understand different interaction patterns and how they influence negotiation for meaning (Garcia Mayo & Agirre, 2019; Kutnick & Kington, 2005). As aforementioned, interaction patterns in language learning are the ways in which learners engage during oral tasks, shaping both the effectiveness of their learning and their pairing dynamics. Additionally, negotiation for meaning (NfM) is a collaborative process in which learners try to overcome communication difficulties so they can achieve mutual understanding (Foster & Ohta, 2005). Both interaction patterns and negotiation for meaning play a significant role in oral interaction amongst young learners (Ahmadian & Tajabadi, 2017; Leslie, 2021; Garcia Mayo & Agirre, 2016). According to Leslie (2021), these patterns promote an active use of language amongst peers as they interact with each other and, consequently, there is an increase in opportunities for meaningful communication. What is more, the study notes that young learners often demonstrate their linguistic knowledge through oral communication, and developing this skill requires encouraging interactions amongst peers.

Additionally, research by Garcia Mayo and Agirre (2016) suggest that task repetition and the dynamics of pair work influence significantly the use of NfM strategies amongst young learners of English as a Foreign Language (EFL). The findings of their research suggest that expert/novice dyads lead to more effective language learning outcomes. Ahmadian and Tajabadi (2017) also support these findings, as they state that expert/novice dyads are associated with better vocabulary acquisition and overall language development. Furthermore, creating a classroom environment that promotes positive pair dynamics and meaningful interactions is important as these factors are important for developing effective oral communication skills in young learners (*idem*).

Oliveira and Leslie (2021) discovered that negotiation for meaning (NfM) and error correction, were an important part of improving communication amongst young learners. Their study mentioned that weaker students benefited from strategies such as clarification requests, confirmation checks, and prompting, which helped them overcome communication difficulties. What is more, the study found that, although the use of these strategies was not frequent, they were instrumental in helping students progress in oral interaction. This shows that peer collaboration promotes both linguistic and social development. Interestingly, Oliver and Philp (2014) also mention that this exchange between peers may contribute to developing their fluency in the target language.

Teachers and educators can create environments that will not only improve language proficiency but also develop the social skills of pupils by promoting positive pair dynamics and also providing opportunities for meaningful negotiation of meaning (Oliveira & Leslie, 2021).

I.6. Summary

It is significant to create opportunities for peer interaction amongst young learners, as it supports the development of oral communication skills in second and/or foreign language learning. The concepts explored in this review such as interaction patterns and negotiation for meaning are interconnected and are essential in order to improve meaningful peer interaction.

Moreover, this literature review mentioned that the teacher has an important role when it comes to promoting positive pair dynamics and meaningful interactions, which are important for both linguistic and social development. Understanding interaction

patterns and NfM strategies is significant as it can improve the learning outcomes during student-centered oral tasks.

Chapter II: The Action Research

II. 1. Context

The participants of this study were a group of eleven fourth-year students from a private school in the suburbs of Lisbon, Portugal, aged between eight and nine years old during the first term of the school year (September – December), 2024. This group included eight girls and three boys, one of whom had been diagnosed with Specific Language Impairment (SLI) – dyslexia. All participants were native Portuguese speakers learning English as a foreign language.

Students who had attended this school had received English instruction since grade 1, with English formally integrated into the curriculum during the first cycle. English lessons at this school, in the 3rd and 4th grades, consisted of two hours per week per class. The coursebook and workbook adopted in the fourth grade were *New Tiger 4* (Read & Ormerod, 2018a) which was a continuation of the coursebook *New Tiger 3* (Read & Ormerod, 2018b) used in the previous year. Consequently, students were already familiar with its format and expectations. Having had English lessons prior to the third grade, some topics from the coursebook extended beyond the *Aprendizagens Essenciais* (DGE, 2018) introducing topics such as school subjects. Furthermore, the lessons followed an approach in harmony with *New Tiger 4* (Read & Ormerod, 2018a), where listening and speaking activities were given priority before progressing to reading and writing activities.

The lessons took a communicative and lighthearted approach through the use of songs, stories, and games. Although students were used to oral tasks, it took some students some time to adapt to an increase in speaking pair work. Overall, students were engaged, and enthusiastic throughout the lessons and different activities, with the vast majority showing a good use and comprehension of the English language. However, balancing activities proved to be challenging for the student with dyslexia, particularly during oral pair tasks.

Classroom discipline was also well-maintained thus contributing to a positive learning atmosphere both inside and outside the classroom. Nonetheless, there were a few more passive participants, and there were other students who became more dominant when paired with specific classmates.

II. 2. Methodology

According to Burns (2010), action research involves a self-reflective, critical, and systematic exploration of one's teaching practice or context, with improvements based on data that was collected systematically. Therefore, for this research, a small-scale classroom-based action research project was the chosen methodology, involving a qualitative and quantitative approach to data collection.

The main objectives of this research were to explore the interaction patterns that can exist during student-centered oral tasks and to understand how these patterns can influence negotiation for meaning. To achieve this, I followed these stages:

1. Planning: I selected age-appropriate tasks, such as information gap tasks, role-plays, etc., with language that was previously taught as well as chunks of language from two units from the coursebook.
2. Data collection: I implemented data collection tools that included audio recordings, and an observation grid based on non-verbal language, making adjustments when necessary.
3. Reflection: I analyzed and interpreted the data collected.

II. 2.1. Letters of consent

In mid-September, prior to beginning this action research project, I prepared letters of consent for the school's director and parents (Appendixes A and B), which were distributed and then collected. It was of utmost importance to make sure that all stakeholders and participants were fully informed about the research, its objectives, and the data collection methods used. This step was essential to obtain their explicit permission, as Nova's ethics code (*Ethics Code| Revista De Comunicação E Linguagens*, n.d.) upholds freedom of expression, which also extends to the use of the data being collected in my research.

It was crucial to give the students the autonomy to decide whether they wanted to participate in this project or not as they were central participants of it. After collecting the letters of consent from the school director and parents, I introduced my project to the students with the aid of a PowerPoint presentation designed to be engaging and simple to understand. Then, I distributed the letters of consent (Appendix C) and carefully went through each section with the students so they understood the expectations and implications of their participation. The students chose nicknames to be used in the study in order to maintain anonymity. A total of 11 students participated in this study.

II. 2.2. Classroom practices

From the month of September to December, the lessons focused on a student-centered approach, dedicated to practicing all language skills, although , with an emphasis on oral practice. As students were introduced to the new vocabulary and structures, they participated in oral interaction tasks done in pairs, such as information gap tasks, role-plays, etc., so they could practice using the language in meaningful contexts. Pupils pre-learned and practiced all chunks of language for each task and all tasks were done in pairs. In Task number 1 (Appendix D), students created a Monday-to-Friday chain using at least one school subject from their real timetable, taking turns with the days of the week e.g., "On (day of the week) I've got (school subject)". In Task number 2 (Appendix E), with the use of a structured grid, students took turns completing the sentence "On (day of the week), we've got (subject) at (time)" for the different days. In Task number 3 (Appendix F), pupils created a Halloween role-play based on the trainee teacher's model. They replaced set phrases like "Good morning", "I'm Jack O'Lantern", and "It's 8 o'clock", and were encouraged to make it coherent, e.g., using "Good afternoon" if saying "It's 3 o'clock". In Task number 4 (Appendix G) students played Guess Who, using pre-learned structures like "Have they got (hair/facial feature)?" and "Is it (character name)?". This activity was reused for Task number 6 at the students' request. In Task number 5 (Appendix H), during an information gap activity, students described a missing character using the structure "She's/He's got (hair/facial feature)." The partner would guess with "Is it (character name)?", receiving a "Yes, it is." or "No, it isn't." response and writing the correct character names on the information gap grid for student A or student B, depending on which one they were attributed. Lastly, for Task number 7 (Appendix I), each student described their monster using the structure "My monster has got…", while

their partner wrote the details on the information gap handout for student A or student B, depending on which one they were attributed.

Students were encouraged to seek support from their partner when they needed guidance or assistance recalling any vocabulary, instead of immediately resorting to the teacher. Over time, this approach promoted more self-reliance and autonomy amongst students. The pairs always varied in order to attempt to find a wide range of interaction patterns within this group of students. Additionally, I sought insight from my cooperating teacher on expert and novice students, as she had a deeper understanding of their abilities.

II. 2.3. Data collection tools

The data collection tools included audio recordings captured during the oral tasks, which served as the main source of data collection. The audio recordings were transcribed following the conventions in Seedhouse (2004) (Appendix J) and qualitatively and quantitatively analyzed. In order to complement the recordings and provide additional information, I used an observation grid, which was qualitatively analyzed, to document non-verbal language cues (Appendix K). These non-verbal elements attempted to provide a deeper understanding of the students' engagement, and collaborative or non-collaborative behaviors during the activities since communication is not solely verbal.

II.2.3.1. Audio recordings

For this action research, I used nine audio recordings that were qualitatively and quantitatively analyzed. During each oral task, three pairs of students were recorded to capture their oral interaction. These pairings varied as the intention was to explore diverse interaction patterns. The criteria for pairing selection focused on forming dyads that would most likely fit into the categories of expert/novice, collaborative, dominant/dominant, and dominant/passive, based on prior discussions with my cooperating teacher. This analysis was carried out in two stages. I started by examining the recordings to identify interaction patterns within each pair. Then, I analyzed the data for instances of NfM, and focused on comprehension checks, confirmation checks, and clarification requests. I presented the results by categorizing and quantifying these features within each dyad, in addition to conducting a qualitative analysis.

II.2.3.2. Observation grid

In addition to having audio recordings as the primary source of data collection, an observation grid was used to document non-verbal language cues in real time every time the pairings were recorded interacting with one another. This approach was intended to enrich the understanding of the interactions, as the grid served to document aspects of non-verbal communication that the audio recordings alone could not capture. These non-verbal elements can, perhaps, indicate levels of engagement, collaboration, or even misunderstandings that may not be fully evident in the audio recordings alone. The criteria observed and documented on the grid included facial expressions e.g., smiling, nodding and rolling eyes, gestures e.g., pointing and hand movements to explain something, posture e.g., having an engaged or disengaged posture, and signs of frustration or collaboration e.g., sighing, showing satisfaction, pointing to materials, etc. Moreover, collaborative actions such as pointing to materials, or other physical cues indicating teamwork were noted. By noting down these behaviors as they were happening, the use of this observation grid attempted to provide a more complete picture of how students interacted during the oral tasks and how these interactions influenced NfM, if at all. This dual approach attempted to provide a more comprehensive analysis of how verbal and non-verbal interactions contributed to the negotiation for meaning within the different dyads.

Chapter III: Results

As aforementioned, the research tools used for this action research encompassed audio transcriptions and an observation grid for non-verbal language. In this section, the results of this action research will be presented and analyzed in order to answer the following research questions:

1. What types of interaction patterns emerge during student-centered oral tasks among young learners in a classroom setting?
2. How do these interaction patterns influence negotiation for meaning among young learners during student-centered oral tasks?

III.1. Data Analysis

III.1.1. Negotiation for meaning within interaction patterns: a qualitative analysis

In this action research, the identified dyads for data analysis during oral tasks included: three collaborative dyads, three expert/novice dyads, one dominant/dominant and two dominant/passive dyads. A dual approach was used, incorporating both audio transcriptions and an observation grid to capture non-verbal language.

III.1.1.1. Collaborative dyads

In Excerpt I, students were doing Task number 3 (Appendix F). For this task, pupils created a Halloween role-play based on the trainee teacher's model. They replaced set phrases like "Good morning", "I'm Jack O'Lantern", and "It's 8 o'clock", and were encouraged to maintain the dialogue coherent, e.g., using "Good afternoon" if saying "It's 3 o'clock."

Excerpt I: Disco and Study Magic

1	Disco	It's a jack o'lantern.
2	Study Magic	*Não, aqui tens de escolher outro. Tens de mudar o* jack o'lantern. ((tr.: No, you should choose another one. You've got to change jack o'lantern.))
3	Disco	It's a (2.0) ghost.
→ 4	Study Magic	*Olha digo,* it's a cool, spooky ghost… ((tr.: Look, I will say…))
→ 5	Disco	Cool *é o quê?* ((tr.: What does … mean?))
6	Study Magic	cool *é assim giro, fixe.* Spooky *é assustador*. ((Study Magic translates the cool and spooky in the L1))
7	Study Magic	Cool, it's my… (2.0) *Como é?* ((tr.: How do you say it?))
8	Disco	Cool! ((laughter)) (5.0) *Então agora tens de dizer a mim sobre o teu* costume! ((Now you've got to tell me your …))
9	Study Magic	Ah! ((laughter)). Cool, I'm… (4.0). My costume is a witch.
10	Disco	What time is the clock?
→ 11	Study Magic	What time is the clock? *Não*! ((tr.: No!)) What's the time? *Não te lembras do* what's the time Mr. wolf*?* ((tr.: Don't you remember the video what's the time Mr. Wolf?)) ((laughter))
12	Disco	*Pois é.* ((tr.: Oh, yes.)) What's the time?
13	Study Magic	It's two o'clock. *Podemos escolher* two o'clock. ((tr.: We can choose…))
14	Disco	Yes, it's two o'clock.

Both participants contributed to the task, which showed mutuality as they helped each other remember vocabulary and correct language structures (lines 2, 6, 8, 11). An instance of negotiation for meaning occurred in line 5, when Disco asked *"Cool é o quê*?" ((tr.: What is cool?)), making Study Magic provide the translation for the clarification request. Study Magic also corrected a grammar mistake in line 11 (What time is the clock? > What's the time?). In addition to providing the correct sentence form, they referenced a prior learning experience: "Don't you remember the video "What's the time, Mr. Wolf?"".

Furthermore, laughter (lines 8, 9, 11) and encouragement (lines 2, 8) played a significant role in maintaining engagement, showing that there was a comfortable learning environment where both participants felt at ease experimenting with language. This can be particularly relevant as it reflects the kind of supportive interaction that may be typical of collaborative students, who can be more likely to support one another during oral tasks. Regarding the observation grid for non-verbal language for this excerpt (Appendix L), the pair generally seemed to be engaged throughout the task and worked collaboratively pointing to the flashcards on the board for further emphasis when needed.

In Excerpt II students worked on task number 4 (Appendix G). They played the familiar Guess Who game, using pre-learned structures like "Have they got (hair/facial feature)?" and "Is it (character name)?" when it was time to guess a specific name.

Excerpt II: Sweet Potato and Monkey

1	Sweet Potato	Have they got curly hair?
2	Monkey	No, they haven't. *Então, este não tem* curly hair ((laughs)). ((tr.: This one doesn't have…))
3	Sweet Potato	have they got (2.0) *não me lembro de como se diz branco*. ((tr.: I forgot how to say white))
4	Monkey	(3.0) wh-wha
→ 5	Sweet Potato	Ah, white! Have they got white hair?
6	Monkey	Yes, they have.
7	Sweet Potato	((laughs)) Yey, *vamos eliminar todos*! Is it Ruby? ((tr.: …let's discard them all!))
8	Monkey	No, they haven't. ((laughs))
9	Sweet Potato	((laughs)) Is it Steve?
10	Monkey	My have.

11	Sweet Potato	((laughs)) What? What? My have?
12	Monkey	It is! *Agora escolhe tu*. ((tr.: Now you choose.)) (2.0) Have they got long hair?
13	Sweet Potato	No, I don't.
14	Monkey	((laughs)) I don't?
15	Sweet Potato	No, they haven't.
16	Monkey	No, they haven't. *Este não tem* long hair, *este também não, carequinha* bald... (3.0) ((tr.: This one hasn't got…, neither does this, baldie,…)) Have they got curly hair?
17	Sweet Potato	Hmmm, yes, they have.
18	Monkey	*Acho que já sei. Espera, vou tentar adivinhar. Já estás a olhar para ele.* ((laughs)) Have they got Muhammed? ((tr.: I think I know now. Wait, I'll try and guess. You're already looking at him))
19	Sweet Potato	No, they haven't. ((laughs)) Yes!

Sweet Potato and Monkey also showed a playful and collaborative interaction, as both participants were mutually engaged in the oral task making use of strategies of negotiation for meaning. Comprehension and confirmation checks were present throughout the dialogue, such as line 4 when Monkey begins to say "wh-wh", and Sweet Potato utters "white" therefore showing how both learners benefited from one another's contributions in order to complete the task. Monkey was also a supportive learner as she gave verbal cues and confirmations, e.g., line 14. Furthermore, Sweet Potato and Monkey frequently repeated one another's utterances, in lines 10, 11, 13, 14, 15, 16 which helped reinforce language structures and understanding. This pair reflects a balanced dynamic where both learners contributed actively and supported their learning development. For this pair, the observation grid (Appendix M) confirmed that both students were highly engaged throughout the task, pointing to one another's cards whilst showing enthusiasm.

In excerpt III, students worked on Task number 1 (Appendix D). They created a Monday-to-Friday chain using at least one school subject from their real school timetable, taking turns with the days of the week e.g., "On (day of the week) I've got (school subject)".

Excerpt III: Orange and Sweet potato

1	Sweet Potato	On Monday I've got (2.0) Portuguese.

2	Orange	On Thurday- on Tuesday, I've got maths and hum… and science.
3	Sweet Potato	Wednesday is a Portuguese.
4	Orange	On Thursday it's Portuguese
→ 5	Sweet Potato	what? *Estás a inventar*. ((tr.: You're making things up.))
6	Orange	Portuguese and science!
7	Sweet Potato	Monday, Tuesday, Wednesday, Thursday… Friday. On Friday, I've got English!
8	Orange	On Monday it's che-chess and Portuguese.
9	Sweet Potato	On Tuesday-
10	Orange	Thursday
11	Sweet Potato	I've got English and Portuguese.
12	Orange	On Wednesday it's Portuguese, and maths and English and music.
13	Sweet Potato	hum… On Thursday I've got maths and Portuguese.
14	Orange	On Friday it's science, English and maths in art and design.
15	Sweet Potato	*Outra vez*. ((tr.: Again)) On Monday I've got Portuguese and chess.
→ 16	Orange	It's Tuesday, I've got- como é que era inteligência emocional? Emo (4.0) ((tr.: How do you say emotional intelligence?))
17	Sweet Potato	Emotional intelligence.
18	Orange	On Tuesday it's emotional intelligence and science.
19	Sweet Potato	On Wednesday I've got hum… Portuguese, maths, and English. Perfect.
20	Orange	((laughs)) On Thursday it's maths, Portuguese, Portuguese, and ((laughs)) history!
21	Sweet Potato	((laughs)) Portuguese Portuguese? On Friday I've got maths and English, arts and design *também*. ((tr.: … as well))
→ 22	Orange	*como é que se diz dia de descanso? Espera, vou perguntar à* teacher. ((how do you say rest day? Wait, I'll ask the teacher)) Teacher, *como se diz dia de descanso?* ((tr.: how do you say rest day?))
→ 23	T	Rest day. It's rest day.
→ 24	Orange	On Saturday and Sunday it's rest day.

25	Sweet Potato	Rest day! I like rest day! ((laughs))

The interaction between Orange and Sweet Potato also showed features of a collaborative dyad. Both students have a strong level of English and they engaged actively in the task, as they were taking turns to say their school timetables whilst helping each other recalling vocabulary. Orange demonstrated confirmation checks, as can be seen in line 5 when they uttered "what? *Estás a inventar* ((tr.: You're making things up))", which showed that they were paying attention to the accuracy of the information that was being uttered. Furthermore, in line 16, Orange tried recalling emotional intelligence, and Sweet Potato answered with the correct term. This shows how both learners contributed to the co-construction of knowledge.

Another instance of negotiation for meaning occurred in lines 22-24, when Orange asked how to say rest day, showing initiative in expanding their vocabulary. Both of them then incorporated the new term into the task. The lighthearted and engaging nature of the conversation further reinforces the supportive atmosphere of the exchange. The observation grid (Appendix N) confirmed that both learners were highly engaged, with no visible frustration and frequent signs of satisfaction as they completed their parts.

III.1.1.2. Expert/novice dyads

In excerpt IV, students worked on task number 6 (Appendix G). They played the familiar Guess Who, using pre-learned structures like "Have they got (hair/facial feature)?" and "Is it (character name)?" when it was time to guess a specific name.

Excerpt IV: Kitten and Disco

1	Kitten	Have they got a girl?
→ 2	Disco	Yes. *Espera, é* is it a girl. ((tr.: Wait, it's …))
→ 3	Kitten	Ah! Is it a girl. Have they got glasses?
4	Disco	No, they haven't.
5	Kitten	It's Rosie?
6	Disco	No it is.
7	Kitten	((laughs)) No, it isn't! Ok, is it Harriet?
8	Disco	Yes, it is. *Agora eu.* ((tr.: My turn)) Have they got long hair?
9	Kitten	No, they haven't.
10	Disco	(6.0) Have they got (3.0)

→ 11	Kitten	*Como é que se perguntava se era* he or she? *Era* boy or girl? ((tr.: How do you say if it's a … or …? Was it…?))
12	Disco	Have they got a boy?
13	Kitten	Yes, they have. They have? Espera, *não era assim.* ((tr.: Wait, that's not how you say it.))
14	Disco	Have they got a moustache?
15	Kitten	a moustache?
→ 16	Disco	*sim, os bigodes* ((laughs)) ((translates the word to L1))
17	Kitten	Yes, they have.
18	Disco	Is it Lucas?
19	Kitten	No, they haven't.
→ 20	Disco	*Não, é* no it isn't. ((tr.: No, it's…))
21	Kitten	*Sim*, no it isn't. ((tr.: Yes, …))

This interaction represents an expert/novice dyad, with Disco taking on the expert role as she corrects Kitten and models sentence structures. For example, in line 2, Disco initially says "Yes" and then self-corrects to "Is it a girl?" so Kitten can use the correct question form in line 3. Throughout the conversation, Disco provides some scaffolding, such as in line 20 when correcting Kitten's response (No, they haven't > No, it isn't). Moreover, Disco translates vocabulary (line 16), so Kitten understands. Kitten, as the novice, actively self-corrects and makes use of clarification requests, such as in line 11 when needing confirmation on how to ask about gender. What is more, the observation grid for excerpt IV (Appendix O) confirmed a high level of enthusiasm, with hand movements for emphasis, lots of smiling and nodding.

For excerpt V, students also worked on task number 6, as mentioned in excerpt IV.

Excerpt V: Magic Butterfly and Falling Star

1	Magic Butterfly	Is it a boy or a girl?
2	Falling Star	It's girl.
3	Magic Butterfly	A girl. Have they got glasses?
4	Falling Star	No, it isn't.
→ 5	Magic Butterfly	No, they haven't.
6	Falling Star	No, I haven't.
7	Magic Butterfly	Have they got curly hair?
8	Falling Star	Yes.
9	Magic Butterfly	It's Rosie?

10	Falling Star	Yes, it is. *Agora diz tu as perguntas*. (2.0) *Já pensaste?* ((tr.: Now you ask the questions. Have you chosen someone?)) Have they got curly hair?
11	Magic Butterfly	Yes, they have.
12	Falling Star	Have we got glasses?
→ 13	Magic Butterfly	Have they got glasses. No, they haven't-
14	Falling Star	Have they got (2.0) a beard?
15	Magic Butterfly	Yes, they have.
16	Falling Star	Mohammed?
→ 17	Magic Butterfly	No, they haven't. (2.0) Huh? No, it isn't. ((laughs))
18	Falling Star	No, it isn't.

In this case, Magic Butterfly takes on the expert role by giving corrections and scaffolding. This is clear in line 5, where she corrects Falling Star's incorrect answer (No, it isn't > No, they haven't), reinforcing the correct chunk of language. Similarly, in line 13, Magic Butterfly says the correct sentence structure "Have they got glasses", instead of "Have we got glasses". Falling Star, being the novice, has difficulties with question formation ("No, I haven't" in line 6 instead of "No, they haven't"), so they rely on Magic Butterfly for guidance. Even so, Falling Star participates in negotiation for meaning, as seen in line 17 when they momentarily utter the incorrect negative form. Regarding the observation grid for excerpt V (Appendix P), it was confirmed that both students showed a lighthearted interaction, with smiles and laughter involved. Both students showed an engaging posture.

In the following excerpt VI, students worked on task number 7 (Appendix I). For this task, each student described their monster using the structure "My monster has got…", whilst their partner wrote the details on the information gap handout for student A and student B.

Excerpt VI: Kitten and DJ Man

1	Kitten	My monster has got three hair.
→ 2	DJ Man	Three hair? ((laughs))
3	Kitten	((laughs)) hai-
4	DJ Man	Ah! Eyes.
→ 5	Kitten	My monster has got… *ai, o que é isto.* Arms? *Espera,* eyes *é o que?* ((tr.: What's this,…? Wait, what does eyes mean?))
→ 6	DJ Man	*Então,* eyes *é olhos*! ((translates eyes in L1))
7	Kitten	My monster has got tree eyes.

8	DJ Man	Three eyes! Ok.
9	Kitten	My monster has got (2.0) one, two, three, four five teeth. Three…
10	DJ Man	*Os* three *já disseste*. *E* é eyes. *Falta* legs *e* arms. ((tr.: You've said that already. And it's …. Legs and arms are still missing))
11	Kitten	My monster has got three arms.
12	DJ Man	*Falta-te dizer se tem* curly *ou* straight hair. ((tr.: You still have to say…))
13	Kitten	*Eu sei!* My monster has got curly hair. ((tr.: I know!))
14	DJ Man	*E quantos* hair? ((laughs)) Agora sou eu. My monster has got one eye. (2.0) My monster has got two teeth. ((tr.: And how many hair? My turn.))
15	Kitten	Teeth?
16	DJ Man	*São dois dentes*. My monster two legs. ((tr.: Two teeth.))
→ 17	Kitten	Legs?
18	DJ Man	*Duas* legs. ((tr.: Two…)) *Pernas*. ((tr.: Legs)) My monster has got arm… one arm, ok?.
19	Kitten	*Duas* legs. ((tr.: Two…))

DJ Man takes on the expert role and he corrects Kitten's vocabulary and grammatical mistakes. In line 2, DJ Man repeats "Three hair?" with laughter, and Kitten corrects herself. DJ Man also provides L1 translations to prevent misunderstandings (line 6). Kitten, as the novice student, engages by making frequent clarification requests "*Eyes é o quê?"* in line 5 and "Legs?" in line 17. Even though Kitten makes mistakes (e.g., three hair instead of three eyes), she is receptive to DJ Man's feedback and accepts his corrections (line 7). In spite of the expert/novice dynamic, DJ Man allows Kitten to lead some parts of the conversation, guiding them instead of simply giving the answers. The observation grid for excerpt VI (Appendix Q) also shows that there was somewhat of a relaxed atmosphere with laughter involved. Nonetheless, there were visible signs of frustration from both students throughout the task as DJ Man frowned and showed signs of impatience when Kitten had some difficulties. Kitten also showed some signs of frustration when faced with some challenges.

III.1.1.3. Dominant/dominant and dominant/passive dyads

In excerpt VII, students worked on Task number 1 (Appendix D). They created a Monday-to-Friday chain using at least one school subject from their real school timetable, taking turns with the days of the week e.g., "On (day of the week) I've got (school subject)".

Excerpt VII: Rainbow and Mummy – dominant/passive dyad

1	Mummy	I've (3.0) I've got…
2	Rainbow	On Monday
3	Mummy	Monday I've got (6.0)
4	Rainbow	Portuguese, ok? (2.0) *Ok, agora eu.* ((tr.: …you can repeat. Ok, my turn.)) On Tuesdays I've got P.E and history. I like P.E and history.
5	Mummy	On Tuesday I've (3.0)
6	Rainbow	Got.
7	Mummy	Got? ( )
→ 8	Rainbow	*Depois tens de dizer* like *ou* don't like. ((tr.: You've got to say like or don't like after.)) On Wednesday I've got I've got English and music. I love English and music. *Assim, ok?* ((tr.: Like this, ok?))
9	Mummy	I've got (3.0)
→ 10	Rainbow	*Diz* on Wednesday I've got. *Podes escolher ou* science, *ou* history *ou* geography. ((tr.: Say…. You can choose between science, history or geography.))
11	Mummy	I've got science.
12	Rainbow	On Thursday I've got maths. I don't like maths. *Assim, ok? Agora tenta* Thursday. ((tr.: Like this, ok? Now try …))
13	Mummy	(5.0) Thursdays I've got (3.0)
14	Rainbow	*Vá diz* I've got arts and designers. ((tr.: Say…))
→ 15	Mummy	I've got arts and designers.
16	Rainbow	On Thursday I've- I've got history and art and designers. I love art and designers. *Tenta a* Friday. ((tr.: Try Friday))
17	Mummy	I've got arts.

In this interaction, Rainbow was the dominant learner, as she took control of the task and modeled the language to Mummy in order for her to use the correct sentence structures. Rainbow used gestures, as noted in the observation grid for this excerpt (Appendix R) to guide Mummy and also gave verbal scaffolding by rephrasing incorrect utterances. Furthermore, Mummy mostly resorted to simply repeating Rainbow's utterances instead of responding independently. This exchange showed low mutuality and equality, as Mummy heavily relied on Rainbow's guidance rather than actively

contributing. The observation grid for excerpt VII also states that Mummy had a disengaged posture, as she was leaning away. This can also indicate that the exchange was one-sided. Even though Rainbow's contributions were crucial to attempt to complete the task, this exchange showed low mutuality and equality thus opportunities for NfM were rather limited with this particular dyad.

In excerpt VIII, students worked on Task number 2 (Appendix E). With the use of a structured grid from the coursebook, students took turns completing the sentence "On (day of the week), we've got (subject) at (time)" for the different days of the week.

Excerpt VIII: DJ man and Falling star – dominant/passive dyad

1	DJ man	*Vá, começa* ((tr.: C'mon, just start))
2	Falling star	On Monday, *ai*!
3	DJ man	we've got music. *Vais dizer isto tudo? Sou eu, agora?* ((tr.: Are you going to say all of this? Is it my turn now?))
4	Falling star	*Ai, desculpa*. ((tr.: Ai, sorry))
→ 5	DJ man	*No, tens de terminar de dizer. Percebeste ou não?* ((tr.: …you need to finish the sentence. Did you understand it or not?))
→ 6	Falling star	Hum…at quarter past ten?
→ 7	DJ man	Yes, ten.
8	Falling star	I've- I've - ai! Não… ((tr.: No…))
→ 9	DJ man	We've got, *agora tens de dizer isso.* ((tr.: …you should say that))
10	Falling star	We've got English. *Já disse.* ((tr.: I've said it.))
11	DJ man	*Não, tens de dizer a hora também*. *Tens de dizer* on Monday we've got English at half past ten. Vá, diz lá. ((tr.: No, you've got to say the time as well. You've got to say… C'mon, go ahead.))
12	Falling star	On Monday, I've-
13	DJ man	We've! got
→ 14	Falling star	We've got … *ai, como é que se diz?* ((tr.: ai, how do you say it?))
→ 15	DJ man	Half past twelve.
16	Falling star	Half past twelve. (3.0)
→ 17	DJ man	*Ai, nós não podemos dizer isto em voz alta, por favor.* ((tr.: We can't say our dialogue out loud, please))

DJ Man was the dominant learner in this exchange. He was also impatient, as he became frustrated when Falling Star faced challenges regarding saying the appropriate responses. DJ Man used direct corrections and sometimes sighed or repeated instructions with an exasperated tone. Falling Star, in contrast, hesitated frequently and avoided initiating contributions, as she instead waited for DJ Man before responding. The low

mutuality and equality in this excerpt are also reflected in the observation grid (Appendix S), which states that DJ Man's signs of frustration through sighing and frowning. Falling Star showed uncertainty as she was hesitant and made frequent pauses. This imbalance limited meaningful negotiation for meaning, as Falling Star did not engage in co-constructing responses. She resorted to following DJ Man's lead with minimal input. In spite of this, the observation grid for excerpt VIII noted that both students showed an engaged posture, revealing some signs of satisfaction on both parts.

In excerpt IX, students worked on task number 5 (Appendix H). This was an information gap activity, in which students described a missing character using the structure "She's/He's got (hair/facial feature)." The partner would guess with "Is it (character name)?", receiving a "Yes, it is." or "No, it isn't." response and writing the correct character names on their information gap grids for student A and student B.

Excerpt IX: Sweet Potato and DJ Man – dominant/dominant dyad

1	Sweet potato	Ok, A1.
2	DJ man	*começa tu.*((tr.: You start.))
3	Sweet potato	*Então, tens de me dizer o* A1. *Eu não tenho esse*. (6.0) A1. (5.0) *Eu já disse A1!* ((You've got to describe A1 for me. I don't have that one. A1!))
4	DJ man	*Então mas tu é que tens de descrever*. ((tr.: You've got to describe it.))
5	Sweet potato	*Não sou não! Se te digo A1 é porque não tenho. Tu descreves*.((tr.: No! If I say A1 to you, it's because I don't have it. You describe it.))
6	DJ man	It's curly hair.
7	Sweet potato	It's? She *ou* he? (7.0) Diz. ((tr.: Tell me))
8	DJ man	Rosie? (45.0)
9	Sweet potato	*eu não tenho o A1, é para dizeres A1.* ((tr.: I don't have A1, you have to say it))
10	DJ man	*Opa. Então já te tinha dito*. ((tr.: But I've told you.)) She's got curly hair.
11	Sweet potato	*Não disseste não. Mas tens de dizer mais coisas! Assim não sei.* ((tr.: No, you didn't. But you've got to describe more! Otherwise, I won't know))
12	DJ man	It's long hair.
13	Sweet potato	Rosie.

14	DJ man	Yes. *Agora eu*. B4. ((tr.: my turn))
15	Sweet potato	*Mas eu é que não tenho o B4. Se eu não tenho é porque tu tens. Tens de dizer.* ((tr.: But I don't have B4. If I don't have it, it's because you have it. You have to describe say it.)) ( )
16	Sweet potato	She's got fair hair. Glasses.
17	DJ man	Ruby?
18	Sweet potato	Yes, it is. A3.
19	DJ man	Não sou eu agora? (6.0) *Como se diz liso?* ((tr.: How do you say straight?))
20	Sweet potato	Straight hair.
21	DJ man	It's a ponytail and long hair.
22	Sweet potato	Is it Shabina?
23	DJ man	It is. (6.0) *Isto está a demorar muito.* ((tr.: This is taking too long.))
24	Sweet potato	*Mas eu já te disse o que era para fazer.* ((tr.: But I've told you what to do.))
25	DJ man	*Então diz-me só os nomes.* ((tr.: Just tell me the names then.))

In contrast to the previous excerpts, with only one learner dominating the interaction, this involved two learners who were not able to establish a collaborative dialogue. Both Sweet Potato and DJ Man attempted to take control, and often speaking over each other or contradicting each other's suggestions. This led to frequent misunderstandings and frustration, as neither fully adapted to the other's contributions. The observation grid for excerpt IX (Appendix T) highlights low engagement, and signs of frustration. The behavior of this pair reflected a lack of equality and mutuality, in which the learners did not successfully negotiate for meaning. This resulted in the interaction being marked by frequent misunderstandings instead of effective collaboration.

III.1.2. Negotiation for meaning within interaction patterns: a quantitative analysis

The following data shows the frequency of clarification requests, comprehension checks, and confirmation checks across the different interaction patterns that were observed during student-centered oral tasks. Each table represents a different dyad type and how they negotiated for meaning.

Table 1. NfM in Collaborative Dyads

COLLABORATIVE DYAD	COMPREHENSION CHECKS	CONFIRMATION CHECKS	CLARIFICATION REQUESTS
Disco and Study Magic	1	1	1
Sweet Potato and Monkey	0	2	2
Sweet Potato and Orange	2	2	1

In the case of collaborative dyads, table 1 shows the use of all three NfM strategies, especially clarification requests and confirmation checks. This suggests that both participants in each pair were engaged in constructing meaning, as they asked for and confirmed information in order to make sure there was mutual understanding. This reinforces the idea that collaborative dyads show high mutuality and equality as both students in each pair played a role in the learning process.

Table 2. NfM in Expert/Novice Dyads

EXPERT/NOVICE DYAD	COMPREHENSION CHECKS	CONFIRMATION CHECKS	CLARIFICATION REQUESTS
Kitten and Disco	1	3	2
Magic Butterfly and Falling Star	1	2	0
Kitten and DJ Man	2	1	2

Regarding expert/novice dyads, the data indicates that the expert student initiated the majority of clarification requests and comprehension checks. Even though the novice learner relied on the guidance of the expert student, they still played a role in checking understanding. This is in harmony with the qualitative analysis in which the more knowledgeable peer provided scaffolding through modeling and corrective feedback.

Table 3. NfM in Dominant/Passive Dyads

DOMINANT/PASSIVE DYAD	COMPREHENSION CHECKS	CONFIRMATION CHECKS	CLARIFICATION REQUESTS
Mummy and Rainbow	1	1	2
DJ Man and Falling Star	1	2	0

In the case of dominant/passive dyads, as shown in Table 3, clarification requests were at times scarce, with the dominant student leading the interaction whilst the passive student contributed little beyond brief responses or non-verbal cues e.g., nodding of the head. The passive learner relied heavily on their partner's lead which led to limited opportunities of NfM on their part.

Table 4. NfM in Dominant/Dominant Dyad

DOMINANT/DOMINANT DYAD	COMPREHENSION CHECKS	CONFIRMATION CHECKS	CLARIFICATION REQUESTS
Sweet Potato and DJ Man	1	1	1

Lastly, in regards to the dominant/dominant dyad, this interaction differed from the aforementioned. It was characterized by a reduced number of NfM strategies and a higher frequency of interruptions or overlapping utterances. Table 4 reflects this dynamic, as there were fewer instances of NfM and shifts in the interaction. Instead of engaging in a collaborative manner, this pair contested control throughout the exchange thus leading to a competitive interaction dynamic.

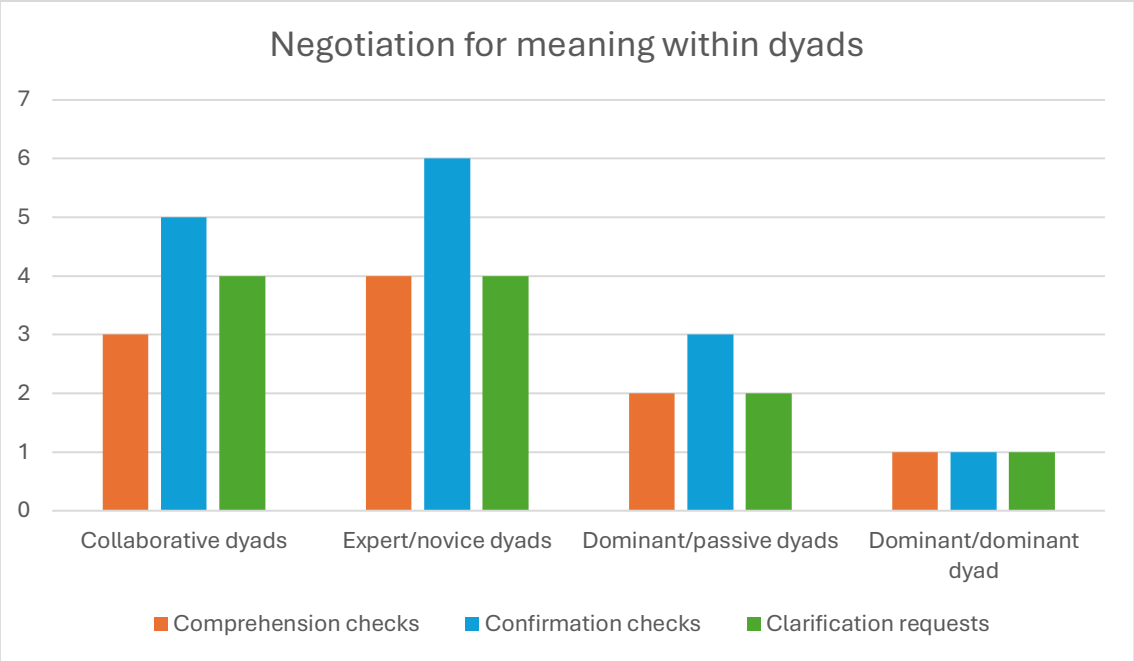

Figure 1. Comparison of NfM strategies across the different dyads

Figure 1 consolidates the data from all dyads into their respective categories, showing a comparative view of NfM strategies within the distinct interaction patterns. There is a contrast between the different dyads, with expert/novice and collaborative dyads showing high levels of engagement, whilst dominant/passive and, especially, dominant/dominant exhibited minimal levels of engagement.

III.2. Summary of Findings

This study investigated student-centered oral tasks among young learners through the following research questions:

1. What types of interaction patterns emerge during student-centered oral tasks?
2. How do these patterns influence negotiation for meaning?

The data revealed four recurring interaction patterns: collaborative dyads, expert/novice pairs, dominant/dominant, and dominant/passive dynamics. For the first question, observations showed that collaborative dyads were the most balanced, with both learners showing equality, as they contributed equally, asking questions, and providing clarifications. Moreover, expert/novice pairs were characterized by one student leading the exchange whilst the other followed. With the dominant/dominant dyad, there was competition for control that led to overlapping speech or interruptions, whilst

dominant/passive pairs showed limited verbal exchange, with the passive learner relying on gestures or silence.

Additionally, whilst some students adopted dominant roles, these were not always fixed. Their level of engagement and participation changed depending on who they were paired with. For instance, a typically passive student may take on a more active role when paired with a less dominant peer, depending on their relationship, whilst a confident student could adjust her/his approach when working with another student who needed more support. These variations suggest that interaction patterns can be flexible, as they were not fixed and shaped by the pairing itself, rather than being solely dependent on individual traits, i.e., a passive student, such as Falling Star when paired with DJ man, was also able to act as a novice when paired with another student, such as Magic Butterfly. It is possible that this adjustability within pairs may have helped students cooperate in negotiating for meaning and also develop more confidence during oral tasks.

In response to the second question, negotiation for meaning was most frequent in collaborative dyads, where both students worked together to clarify misunderstandings. Expert/novice pairs also showed negotiation although the novice's participation varied. Dominant/dominant interactions often involved argument-like exchanges rather than true negotiation, whilst dominant/passive pairs had the least negotiation, as the passive student contributed minimally. The findings suggest that balanced participation promotes more effective negotiation for meaning, with collaboration providing the best conditions for learning.

Chapter IV: Discussion and conclusion

IV.1. Research questions and findings

The purpose of this action research was to examine the types of interaction patterns that can emerge throughout student-centered oral tasks amongst young learners as well as how these interaction patterns can influence pupils' ability to negotiate for meaning. With this group of eleven students, four interaction patterns were revealed: collaborative, expert/novice, dominant/dominant, and dominant/passive dyads. In relation to collaborative dyads, the pupils were actively helping each other, as they asked questions and clarified most misunderstandings. In expert/novice dyads, there was a mentoring structure in which the expert pupil guided the novice. Nonetheless, the level

of engagement within these pairings varied. Dominant/dominant dyads led to a more competitive atmosphere rather than a collaborative one, and dominant/passive dyads had limited negotiation for meaning, with one pupil taking most of the control whilst the other contributed very little.

What is more, these interaction patterns underscored how important balanced participation during language learning is. When both pupils were actively engaged, as was seen with collaborative dyads, they were more likely to negotiate for meaning effectively. Additionally, with expert/novice dyads there was scaffolding, however, the contributions of the novice during the oral tasks seemed more dependent on the expert's approach. Dominant/dominant dyads faced challenges regarding effective communication as both pupils competed for control throughout the exchange, whilst dominant/passive dyads had limited chances for meaningful interaction. This may suggest that structuring peer interactions more carefully can encourage a more balanced participation as well as better language development.

The results described in the literature review emphasized the importance of interaction patterns and negotiation for meaning (NfM) in promoting oral interaction that is effective amongst young learners. Prior research underscored that interaction patterns, such as expert/novice and collaborative dyads positively influence language learning by increasing opportunities for meaningful communication (Ahmadian & Tajabadi, 2017; Garcia Mayo & Agirre, 2016; Leslie, 2021). Research also noted that negotiation for meaning strategies, such as clarification requests and confirmation checks, help weaker students engage in oral interaction and it also helps them in their linguistic development (Oliveira & Leslie, 2021).

The findings of this action research are in alignment with these previous conclusions. Akin to existing research, the data revealed that collaborative dyads and expert/novice dyads had the most instances of NfM. However, it was identified that dominant/dominant and dominant/passive dyads were less effective for NfM, with the former often leading to competitive exchanges and the latter showing little student engagement on one part. These findings indicate that whilst peer collaboration is definitely beneficial, the dyad can impact the effectiveness of NfM during oral tasks.

Within the Portuguese context, most English teachers can only be aware of student dynamics after spending time observing how learners interact with each other in the

classroom. Since this takes time, they could ask the generalist teacher for insight regarding existing dynamics and individual student tendencies. With this in mind, English teachers can make more conscious decisions about certain pairings. For instance, if a student tends to take on a passive role, they could be paired with someone who encourages participation rather than someone who has more of a tendency to dominate the interaction. Furthermore, encouraging taking turns could help balance student participation, and make sure that both students from a pair are actively engaged. Notwithstanding, in the reality of Portuguese classrooms, where class sizes are often large, it may not always be possible to carefully consider every pair. Even so, being mindful of these dynamics and adjusting them over time could lead to more meaningful interactions and greater language development.

IV.2. Reflection over the AR

This research was instrumental for my development as a teacher trainee, especially regarding my understanding of how different interaction patterns can influence the learning experience of students during student-centered tasks. Having observed how students negotiate for meaning within the different interaction patterns made me more aware of the importance of pair dynamics and designing tasks. I learned that simply assigning an oral task is not enough as it is important to make sure that students are paired effectively in order to make engagement and language development more efficient. Furthermore, this project has encouraged me to be more intentional in structuring student-centered oral tasks that promote meaningful oral communication, and mutual collaboration, with both dominant and passive students having opportunities to contribute meaningfully.

For this particular group of students, these findings may have helped them become more aware of their roles in regards to collaborative work. Some dominant students, even though they took the lead, also showed patience and willingness to help their peers, whilst more passive students had moments of increased participation when there was effective scaffolding. Moreover, having had frequent oral tasks throughout the term may have contributed to their overall fluency and confidence with English. This repeated exposure to oral tasks allowed them to practice their pronunciation, chunks of language, and vocabulary within meaningful contexts, which may have led to an improvement in their speaking skills. As aforementioned, whilst some students adopted dominant roles at times,

these were not always fixed. This may have contributed to the ability of students to negotiate for meaning, collaborate effectively, and also develop more confidence in oral tasks when paired with other students.

Beyond this group of students, these results could be helpful in other EFL settings, especially within classrooms with diverse levels of ability where student interactions may widely vary. Teachers and educators might use similar observations in order to adjust the different pairs, so that expert/novice dyads promote learning rather than dependence and that dominant students do not overshadow their peers at times. Furthermore, this research underlines the importance of incorporating frequent speaking tasks into language learning lessons. Practicing speaking skills with frequency may help strengthen students' communication skills, fluency and help them become more comfortable with expressing themselves in English (Oliver & Philp, 2014), which holds value when learning a language. What is more, this research has enriched my teaching practice as it deepened my understanding of how interaction patterns can influence the language learning process. Having observed how students negotiate for meaning gave me valuable insights about creating more effective pairs and how to encourage meaningful communication during oral tasks.

IV.3. Future research

Regarding future research on interaction patterns during oral tasks and how they influence negotiation for meaning, this research area could perhaps expand on these findings by including a more diverse group of pupils. This action research focused on a sample of eleven students who had been learning English as part of the school curriculum since the first grade, which is atypical in Portugal, as the majority of young learners in the first cycle begin learning English in the 3rd grade. The English exposure this group of students had, may have influenced their confidence and engagement, thus the results may not fully represent pupils with less prior exposure to the English language and consequently, may not represent the reality of most students in Portugal.

Furthermore, this specific group of learners had relatively few novice students, which may have made some of the interactions flow more smoothly. Research with a more skill diverse classroom could provide for deeper insight into how different levels of proficiency can impact collaboration, and negotiation for meaning, particularly within dominant/passive and expert/novice dyads. Exploring this topic with a wider range of

learners could reveal more about the challenges as well as the benefits of negotiation for meaning in groups that are more skill diverse.

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Appendix A: Letter of consent to the school director

Pedido de autorização à Direção do [redacted]

Exma. Sra. Diretora [redacted]

Estou a realizar um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, e este implica que durante o estágio faça um pequeno projeto de investigação. Este projeto fará parte do meu relatório final, e intitula-se ***Exploring Interaction Patterns and Negotiation for Meaning in Student-Centered Oral Tasks*** (Explorar padrões de interação e negociação de sentido em tarefas orais centradas no aluno).

Venho, por este meio, solicitar a sua autorização para incluir os alunos da turma do 4º ano neste projeto que vai decorrer entre setembro e dezembro de 2024, durante o meu estágio.

Depois de pedir autorização aos alunos e encarregados de educação da referida turma para os incluir no meu estudo, a recolha de dados consistirá em tarefas orais baseadas na interação a pares e gravações de áudio destas tarefas.

O objetivo deste projeto é promover a interação oral entre os alunos, uma das habilidades mais importantes desenvolvidas neste ciclo de aprendizado. A qualquer momento os alunos podem escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição permanecerá anónima. Todas as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, quer da instituição quer das crianças, contudo, o mesmo não se irá aplicar aos trabalhos feitos para os alunos, que permanecerão no anonimato.

Lisboa, 19 de setembro de 2024

Mara Lopes

_____

Prof.ª Dra. Carolyn Leslie Orientadora de Estágio FCSH, Universidade Nova Lisboa

_____

Eu, _____

Diretora do [redacted] declaro que fui informada dos objetivos do projeto intitulado ***Exploring Interaction Patterns and Negotiation for Meaning in Student-Centered Oral Tasks Among Young Learners*** *(*Explorar padrões de interação e negociação de sentido em tarefas orais centradas no aluno*)* e autorizo os alunos da turma do 4º ano a participar no estudo.

Data: ____/____/_____

Assinatura: _____

Appendix B: Letter of consent to parents

PEDIDO DE AUTORIZAÇÃO AOS ENCARREGADOS DE EDUCAÇÃO

Prezados pais e encarregados de educação,

O meu nome é Mara Lopes e, desde meados de setembro do corrente ano, que tenho vindo a realizar o meu estágio em ensino com o seu educando. No âmbito de um relatório final de estágio para o Mestrado em Ensino de Inglês no 1º ciclo da Universidade NOVA, intitulado ***Exploring Interaction Patterns and Negotiation for Meaning in Student-Centered Oral Tasks*** *(*Explorar padrões de interação e negociação de sentido em tarefas orais centradas no aluno*),* venho por este meio, solicitar a sua autorização para poder incluir o seu educando neste estudo.

O estudo decorrerá entre outubro de 2024 e dezembro do mesmo ano, com o intuito de observar o desenvolvimento das habilidades de comunicação em inglês dos alunos durante atividades orais. Para isso, gravarei algumas das interações dos alunos durante as aulas.

Serão realizadas gravações de áudio das atividades em sala de aula, exclusivamente para fins de pesquisa. A informação recolhida (diálogo) através das gravações fará parte do relatório final de estágio de mestrado em ensino, sendo os resultados obtidos divulgados no respetivo relatório. A instituição e os alunos permanecerão anónimos em qualquer circunstância. A participação do seu educando é opcional e poderá deixar de participar a qualquer momento, se assim o desejar.

Agradeço que até ao dia 4 de outubro de 2024 me conceda a autorização para proceder à implementação do estudo em causa, permitindo que o seu educando faça parte do estudo.

Mara Lopes

_____

Professora Doutora Carolyn Leslie Orientadora de Estágio FCSH, Universidade Nova Lisboa

_____

✂ .....

Eu, _____, encarregado de educação de _____ declaro que fui informado(a) dos objetivos do estudo intitulado ***Exploring Interaction Patterns and Negotiation for Meaning in Student-Centered Oral Tasks*** (Explorar padrões de interação e negociação de sentido em tarefas orais centradas no aluno) e autorizo o meu educando a participar no estudo.

Data: ____/_____/_____

Assinatura: _____

Appendix C: Letter of consent to the students

Rodeia a opção com que te identificas.

A Mara explicou-me que está a fazer um estágio até dezembro para se poder tornar uma professora melhor.	**Y**	**N**
A Mara explicou-me que eu posso ajudá-la com o seu estudo para a universidade.	**Y**	**N**
A Mara quer-me ajudar a falar mais inglês com os colegas.	**Y**	**N**
A Mara explicou-me que vamos fazer muitas atividades orais a pares para praticarmos o nosso inglês.	**Y**	**N**
A Mara explicou-me que vai gravar as nossas vozes durantes as atividades e escrever o que dissermos para entender como estamos a aprender.	**Y**	**N**
A Mara explicou-me que vai mostrar o estudo dela a muitas pessoas que também estudam sobre ensinar inglês a crianças.	**Y**	**N**
A Mara explicou-me que não vai usar o meu nome verdadeiro.	**Y**	**N**
A Mara explicou-me que posso deixar de participar a qualquer momento.	**Y**	**N**
A Mara explicou-me que não preciso de participar no seu estudo para a universidade.	**Y**	**N**
A Mara explicou-me que o meu encarregado de educação já foi informado sobre este estudo.	**Y**	**N**

Sublinha o que está certo:

O Eu aceito participar no estudo da Mara.

O Eu não aceito participar no estudo da Mara.

Como a professora Mara não vai usar os nossos nomes verdadeiros, vou escolher um nome diferente para o estudo. O nome a fingir que escolhi é:

_____

(por exemplo: o nome de um animal, de uma personagem, de uma cor ou de uma flor)

Assinatura do aluno: _____

Data: _____/_____/_____

Muito obrigada pela tua ajuda! Juntos vamos aprender e divertir-nos! 😊

Appendix D: Task no. 1 – Monday to Friday chain

Pupil's Book Activity 2

Play *Monday to Friday chain*.

- Draw the pupils' attention to the recycle logo. Explain that the game gives them an opportunity to say the school subjects as well as other language they already know, such as days of the week. Recall the days of the week.
- Explain and demonstrate the game. One pupil says *On Mondays, I've got (science). I like (science). What about you?* The next child responds, as in the speaking model, then starts another sentence. *I like (science), too. On Tuesdays, I've got (history). I (don't) like (history)*. The chain continues, from Monday to Friday.
- The pupils play the game in pairs or small groups.

From: Read & Ormerod (2018c)

Appendix E: Task no. 2 – Look at the timetable and say

From: Read & Ormerod (2018a).

Appendix F: Task no. 3 – Halloween Role-play cards

"Good morning!"

"Good morning!"

"Happy Halloween!"

"Happy Halloween!"

"What's your costume?"

"I'm Jack-o'-lantern!"

"Cool, I'm a spooky bat!"

"What's the time?"

"It's 8 o'clock."

"Let's go have maths."

Appendix G: Task no. 4 & no. 6 – Guess Who Cards

Character images from *Editable Guess Who Game* (n.d.).

Appendix H: Task no. 5 – Guess Who Is Missing

- Handout with characters list

Character images from *Editable Guess Who Game* (n.d.).

- Information gap grid for student A

GUESS WHO IS MISSING

	1	2	3	4
A				
B				
C				

- Information gap grid for student B

GUESS WHO IS MISSING

	1	2	3	4
A				
B				
C				

Appendix I: Task no. 7 – Monster information gap

- Information gap layout for demonstration

My monster:

My friend's monster:

☐ Moustache ☐ Beard

Arm(s): _____

Tooth (teeth): _____

Eye(s): _____

Leg(s): _____

My monster:

My friend's monster:

☐ Straight hair ☐ Curly hair

Arm(s): _____

Tooth (teeth): _____

Eye(s): _____

Leg(s): _____

- Information gap handout for student A

My monster:

My friend's monster:

☐ Moustache ☐ Beard

Arm(s): _____

Teeth (teeth): _____

Eye(s): _____

Leg(s): _____

- Information gap handout for student B

My monster:

My friend's monster:

☐ Straight hair ☐ Curly hair

Arm(s): _____

Tooth (teeth): _____

Eye(s): _____

Leg(s): _____

Appendix J: Transcription conventions

word	Speaker emphasis
!	Animated or emphatic tone
CAPITALS	Loud sound relative to surrounding talk
( )	Unclear or unintelligible speech or attempt to transcribe such speech
→	A feature of special interest
sim ((tr.: yes))	Non-English words are written in italics and followed by English translation in double brackets
T:	Teacher
L1:	Unidentified learner
LL:	Several or all learners simultaneously
[ ]	Indicates overlap with portion in the next turn that is similarly bracketed
(( ))	Comments e.g. non - verbal behaviour ((laughter))

Transcription conventions (abridged from Seedhouse, 2004)

Appendix K: Observation grid for non-verbal language

	Facial Expressions (nodding, frowning, smiling)	**Gestures** (pointing, hand movements to explain, thumbs up)	**Posture** (leaning in [engaged], moving away [disengaged])	**Signs of Frustration or Satisfaction** (sighing, slumping shoulders / high-fives, smiling)	**Collaborative Actions (Pointing to materials/Helping)**
Pair 1					
ST 1					
ST 2					
Pair 2					
ST 1					
ST 2					
Pair 3					
ST 1					
ST 2					

Appendix L: Observation Grid for Excerpt I

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Study magic	Smiling, nodding	Hand movements to explain	Engaged at first, becomes more disengaged throughout as the task continues		Pointing to the flashcards on the board
ST 2: Disco	Smiling, nodding		remains engaged throughout the task	Some frustration over explaining	More pointing to the flashcards on the board

Appendix M: Observation Grid for Excerpt II

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Sweet Potato	Lots of smiling, nodding	Enthusiastic hand gestures	Very engaged throughout the entirety of the task	Very enthusiastic attitude throughout the task	Pointing to the other's cards
ST 2: Monkey	Smiling		Very engaged throughout the entirety of the task	Sudden claps over laughing	Pointing to the other's cards

Appendix N: Observation Grid for Excerpt III

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Orange	Smiling, nodding	Thumbs up	Engaged throughout the entirety of the task	Smiling after saying the required structures, laughing	Pointing to the timetable on the notebook
ST 2: Sweet Potato	Smiling	Enthusiastically moving hands	Engaged throughout the entirety of the task	Smiling after saying the required structures, laughing	Pointing to the timetable on the notebook

Appendix O: Observation Grid for Excerpt IV

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Kitten	Smiling a lot, nodding	Hand movements to explain, pointing to cards	Very engaged throughout the entirety of the task	Laughing, smiling after saying her lines	Pointing to the right card
ST 2: Disco	Smiling	Pointing to explain	Very engaged throughout the entirety of the task	Smiling after saying her lines, laughing	Pointing to the right card

Appendix P: Observation Grid for Excerpt V

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Magic Butterfly	Subtle smiling	Pointing to explain	Engaged throughout the entirety of the task	Slams fists on the table when getting the answer correct	Pointing to the whiteboard when Falling Star is having difficulties
ST 2: Falling Star	Smiling and laughing	/	More engaged throughout the entirety of the task	Frowning when making some mistakes	Pointing to the right card, thanks friend for the help at the end of the task

Appendix Q: Observation Grid for Excerpt VI

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Kitten	Laughing	Hand movements to explain	Not leaning in, somewhat disengaged	Some frustration when not understanding	/
ST 2: DJ Man	Frowning when Kitten is hesitating and asking questions	Hand movements to explain	engaged throughout the entirety of the task	Showing impatience when Kitten has some difficulties	Points to own teeth to explain

Appendix R: Observation Grid for Excerpt VII

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Rainbow	Neutral, occasional smiling	Pointing to explain	Engaged, leaning in	Sighing as frustration over explaining continues	Points to materials to help Mummy
ST 2: Mummy	Neutral	Twirling own hair	Disengaged, leaning away	Rolling eyes sometimes	/

Appendix S: Observation Grid for Excerpt VIII

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: DJ Man	Nodding, frowning,	Hand movements to explain	Engaged, leaning in	Showing satisfaction for his part, quite a lot of sighing throughout the task over explaining	Points to whiteboard to explain to partner
ST 2: Falling Star	Neutral	/	Engaged, leaning in	Reveals some satisfaction	/

Appendix T: Observation Grid for Excerpt IX

	Facial Expressions	**Gestures**	**Posture**	**Signs of frustration or satisfaction**	**Collaborative actions**
ST 1: Sweet Potato	Lots of frowning, seemed to be getting quite upset	Hand movements to explain	Quickly became disengaged, leaning away	quite a lot of sighing and rolling eyes throughout the task over explaining and inability to complete it	Points to whiteboard to explain to partner
ST 2: DJ Man	Neutral, frowning	/	Engaged at first, quickly became disengaged, leaning away	Sighing over not understanding how to proceed	/