

Maximizing the Effectiveness of Peer Interaction

in the English-Language Classroom

by

Benjamin Kahn

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Capstone Project Facilitator: Betsy Parrish

Content Expert: Khau Hoang Anh

Peer Reviewer: Sarah Pradt and Christina Cipriani

## Project Overview

The question I have explored through my capstone project is the following: *How can teachers maximize the effectiveness of peer-to-peer interactions in an English Language classroom at the secondary or post-secondary level?*

This project takes the form of a series of three 90-minute professional development seminars targeted at adult English-language teachers. The seminars will present teachers with what the literature has to say about peer interaction in the classroom while also allowing for individual and group reflection, peer interaction among the adult participants, and the chance for teachers to try out new tools to experience them firsthand. The design of the seminars heavily draws on the adult learning frameworks of andragogy from Knowles et al. (2005) and the core principles of effective professional development as discussed by Darling-Hammond et al. (2017). An ideal audience for this seminar series would be the English department faculty at any high school or university abroad. When I was teaching at a university in Vietnam, the faculty occasionally all engaged in professional development workshops led by an outside facilitator. The Fulbright English Teaching Assistant cohort I was a part of also engaged in a pedagogy workshop over two weeks led by a Fulbright specialist, and these seminars could be part of the agenda for such a workshop for new teachers undergoing TESOL training or classwork.

The first seminar session's objective is to present the four patterns of interaction for student dyads as identified by Storch (2002): collaborative, expert-novice, dominant-dominant, and dominant-passive. The participants are first shown Storch's visual matrix based on equality and mutuality before each pattern is explored in depth. Participants will then split up into pairs to role play one of the patterns in a text editing

partner task. After the role-plays are complete, the participants collaborate as a group to establish the positives and negatives of the different patterns of interaction. Finally, the participants are presented with the research consensus that has found that learning outcomes are best for students who take on collaborative or expert-novice patterns and not dominant-passive or dominant-dominant patterns. Participants will be tasked with observing the patterns of interaction in their own classrooms between sessions as a homework task.

The second session of the seminar explores grouping effects based on factors including proficiency level of students, peer familiarity level, and linguistic background. The participants will be split up into at least three small groups so each factor gets discussed. After the groups engage in their small group discussions and brainstorming, new groups should be formed with at least one member belonging to each of the previous groups so findings can be shared in a jigsaw manner between all the members. Finally, the second session will close with an exploration of how teachers can scaffold peer interaction through task instructions and other best practices. The participants will be left with a homework task to try out one new strategy from the seminar in their classes.

The third session of the seminar explores how teachers might impact the quality of peer interaction through choice of task type. To experience different kinds of tasks, the participants are put in pairs and asked to complete one task at a time before reflecting on the quality of peer interaction that occurred during it and hearing from the research. Tasks include a one-way information gap activity, a two-way information-gap activity, a scripted conversation, an open-ended text composition, and a dictogloss text reconstruction. Instructions for each task are included on the slides as well as the

workbooks, where the participants will see task materials or have space to write/type as needed. For some of the tasks, answer keys are in the slides to share with the participants after the task is over. Lastly, the participants will reflect on their most important pieces of learning throughout the seminar series and leave with at least one new practice they will try to put into place in their teaching.

### **Seminar Series Plans**

There are two sets of materials needed to deliver the seminars to participants. The first is the set of session slides (with presenter notes included) that can be projected onto a screen at the front of a room or shared through a virtual presentation. The slides can be found below and also at the following Google Slides link:

[https://docs.google.com/presentation/d/1-a3\\_Yioq53J9dHz-UI-uBYgNrsQGC9g58Wit16P\\_tK8/edit?usp=sharing](https://docs.google.com/presentation/d/1-a3_Yioq53J9dHz-UI-uBYgNrsQGC9g58Wit16P_tK8/edit?usp=sharing)

The next set of materials is a participant workbook that can either be shared virtually through Google Docs or printed out on paper. The workbooks are where the participants will write down thoughts on reflection questions before engaging in partner or group discussions. They will also be where the participants will carry out the many interaction tasks during the seminars. The workbook is provided below and can also be found at this link:

[https://docs.google.com/document/d/1qVBDSTdIV52\\_gakcbRzlWXD\\_227VaNsh1CJTfdgAKSg/edit](https://docs.google.com/document/d/1qVBDSTdIV52_gakcbRzlWXD_227VaNsh1CJTfdgAKSg/edit)

Overall, teachers will hopefully come away from the seminar with a greater understanding of what makes for quality peer interaction in the English-language classroom and how they can maximally facilitate it among their learners.

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# Session 1

— Reflections on Peer Interaction and  
Patterns of Interaction —

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## Seminar Agenda

Day 1: What do high and low quality peer interactions look like?



Duration: 1 Minute

Image license: CC by U.S. Embassy Jerusalem

## Seminar Agenda

Day 2: What are the effects of pairing students in different ways?

How can teachers improve peer interactions through scaffolding?



Duration: 1 Minute

Left Image license: CC by U.S. Embassy Jerusalem

Right Image license: CC by Michael St. Mark

## Seminar Agenda

Day 3: What are the effects of task type on the quality of peer interaction?

Jigsaw Task

Scripted  
Conversation

Information Gap

Text Editing

Fill-in-the-blank

Duration: 1 minute



## Reflections

Write down some ideas in the workbook for these first two questions before turning to a partner to share.

1. Why was peer interaction valuable for you as a language learner?
2. Why is it valuable to facilitate peer interaction for English-language learners?

Duration:~10 minutes

Give about 3 minutes of writing time in the workbook

Then have participants discuss the questions with a partner for 3 minutes

Then ask some to share thoughts with whole group for 3 minutes

## Peer Interaction and the Academic Literature

- A prominent theory of second-language acquisition is the **Interactionist Theory** – many researchers argue that conversational interaction is an **essential condition** for acquiring a second language
- Having opportunities to produce comprehensible output helps automatize language production and encourages the noticing of gaps or limits in L2 ability.

Duration: 2 minutes

(Swain, 1985)

(Gass & Mackey, 2012)

(Lightbown & Spada, 2013)

## Peer Interaction and the Academic Literature

- Long's **Interaction Hypothesis** posits that conversational modifications and interactional adjustments made by interlocutors promote L2 acquisition
- **Negotiation for meaning** takes place when a communication breakdown or difficulty emerges, and learners can employ methods to resolve them such as simplification, elaboration, slower speech, comprehension checks, clarification requests, self-paraphrasing, or repetition.

Duration: 2 minutes

(Long, 1983)

(Lightbown & Spada, 2013)

## Peer Interaction and the Academic Literature

- Another major theory of second-language acquisition that supports peer interaction is **Sociocultural Theory** established by Vygotsky.
- Learning is socially mediated, and other people can provide scaffolding to expand one's **Zone of Proximal Development**, allowing one to grow and learn more than they would be able to on their own.
- Speakers can engage in **collaborative dialogues** where problem-solving and knowledge building occurs beyond what is capable independently.

Duration: 2 minutes  
(Swain et al., 2015)  
(Wood et al., 1976)  
(Vygotsky, 1978)

## Reflections

Write down some ideas in the workbook for these two questions before turning to a partner to share.

3. What are the challenges you face with facilitating peer interaction in your classrooms?
4. What were challenges you remember surrounding peer interaction from being a learner yourself?

Duration:~10 minutes

Give about 3 minutes of writing time in the workbook

Then have participants discuss the questions with a partner for 3 minutes

Then ask some to share thoughts with whole group for 3 minutes

## Reflections

5. What would you like to know or improve at regarding facilitating peer interaction?

Duration: ~5 minutes

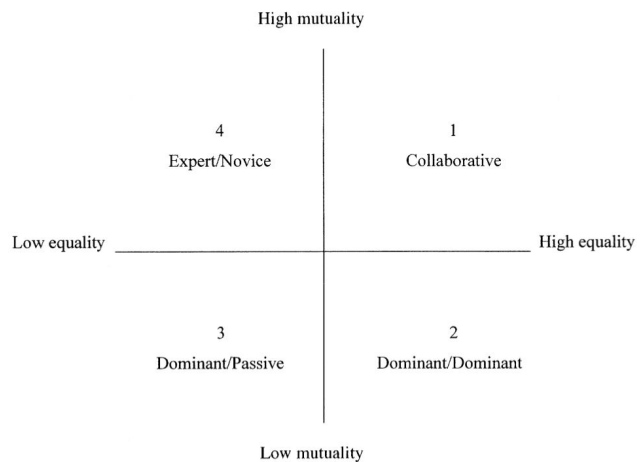
Give about 2 minutes of writing time in the workbook

Then ask some to share thoughts with whole group for 3 minutes

# Storch's 4 Patterns of Interaction

**Mutuality** = the level of engagement with each other's contributions

**Equality** = the degree of control over the direction of the task



Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119-158. <https://doi.org/10.1111/1467-9922.00179>

Duration: 2 minutes

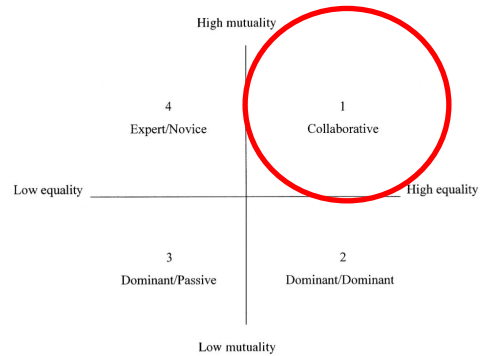
(Storch, 2002)

Storch established 4 types of interactions based on the degree of mutuality and equality exhibited by a pair of learners, visualized in the diagram here.

High mutuality means there is high engagement with each other's ideas while low mutuality would entail little sharing or questioning back and forth. High equality means that the partners share control over the direction of the task, while low equality would entail one partner taking on a dominant role and fully controlling the direction of the task.

## Collaborative Pattern

- Both partners collaborate to control the direction of the task
- Both partners engage with and value each other's ideas, and problems are negotiated toward jointly acceptable resolutions.



1. Why is this considered the ideal pattern of interaction?

Duration: 3 minutes

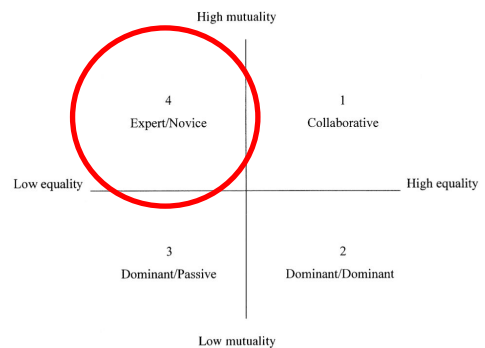
Pose the question to everyone, let them write in workbook for a minute, and hear from a few participants

Answers to add: Productive for both partners, socially and emotionally encouraging for everyone, exchange of ideas, listening and speaking practice for both partners



## Expert/Novice Pattern

- One partner, the “expert”, takes control of the task but engages actively with the other partner, “the novice”, and encourages them to participate
- Often results when a higher-proficiency partner is paired with a lower-proficiency partner



2. What are advantages and disadvantages of this pattern?

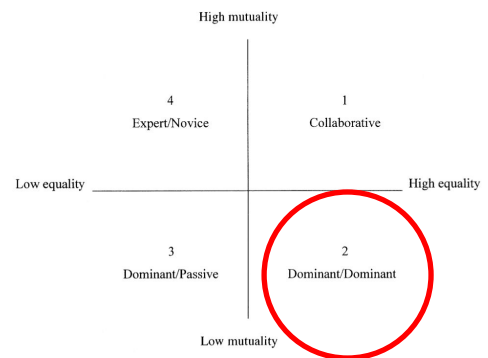
Duration: 3 minutes

Pose the question to everyone, let them write in workbook for a minute, and hear from a few participants

Answers to add: Advantages are that the expert can reinforce what they know by teaching/guiding the novice, and the novice can benefit from being scaffolded by a more advanced partner. Disadvantages are that there is low equality so there is risk of the novice becoming passive or not having their voice heard as much as the expert. The expert might also be missing out in having a more advanced partner to increase their own zone of proximal development

## Dominant/Dominant Pattern

- Both partners contribute to the task, but there is unwillingness to engage with each other's contributions
- Characterized by frequent disagreement and inability to reach consensus
- Can includes situations where partners divide labor and do not interact



3. Why is this considered a pattern that should be avoided?

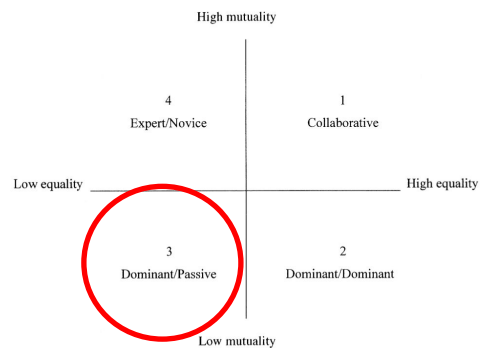
Duration: 3 minutes

Pose the question to everyone, let them write in workbook for a minute, and hear from a few participants

Answers to add: There is low mutuality so partners aren't open to engaging with each other's ideas – there is no expansion of each other's zones of proximal development, socially/emotionally unhealthy

## Dominant/Passive Pattern

- One partner dominates the task, and the other partner takes a subservient role
- The passive partner contributes little, so there are few negotiations or challenges



4. Why is this considered a pattern that should be avoided? Why might it occur?

Duration: 3 minutes

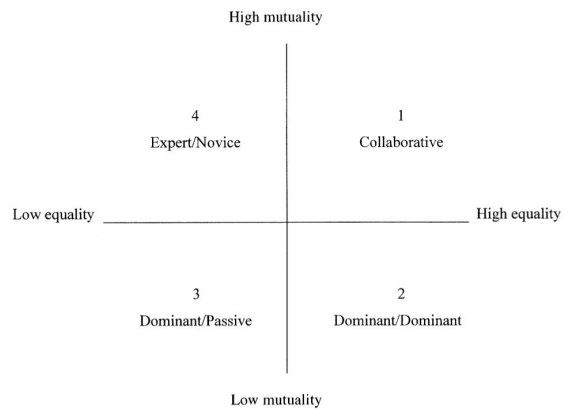
Pose the question to everyone, let them write in workbook for a minute, and hear from a few participants

Answers to add: Discouraging for the passive partner and not beneficial for the dominant partner since there is little interaction. Might occur because of one partner being reserved or lacking confidence while the other makes no effort to accommodate or support their partner, maybe because of attitudes toward the task or peer interaction in general

## Storch's 4 Patterns of Interaction

5. Which patterns have you observed in your classrooms?

Are there any reasons you can think of why certain pairs take on particular patterns?

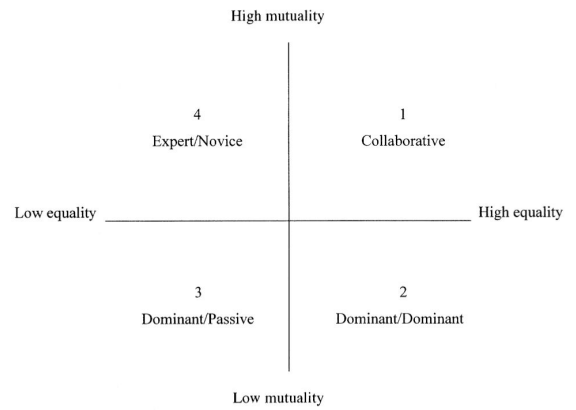


Duration: 5 minutes

Let participants write answers for 2 minutes, share for 2 minutes with partners, and then share with everyone

## Role-Playing!

- Each pair will be assigned a particular pattern of interaction
- You will demonstrate that pattern during a brief 2-3 minute fill-in-the-blank task



Duration: 2 minutes

Assign each group one of the patterns, assigning as evenly as possible

## Fill-in-the-Blank Task to Role-Play with a Partner

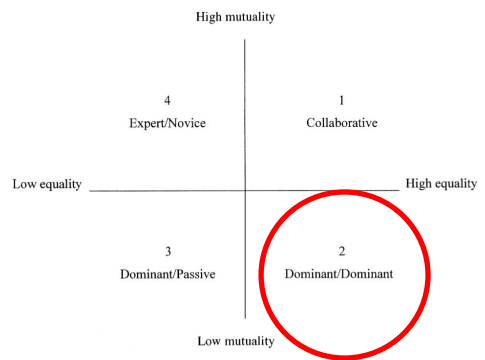
1. She \_\_\_\_\_ (believe / believes) her luck is very good this year.
2. When the boy's mom called his phone, he missed it because he \_\_\_\_\_ (was playing / played) football at the time.
3. We \_\_\_\_\_ (were traveling / traveled) to Spain last year and loved it so much!
4. Successful companies \_\_\_\_\_ (are knowing / know) how to appeal to their customer base.

Duration: 5-10 minutes

Allow participants 5-10 minutes to prepare their skits

## Dominant/Dominant Pattern

- What did you notice about this peer interaction?
- What are the disadvantages?

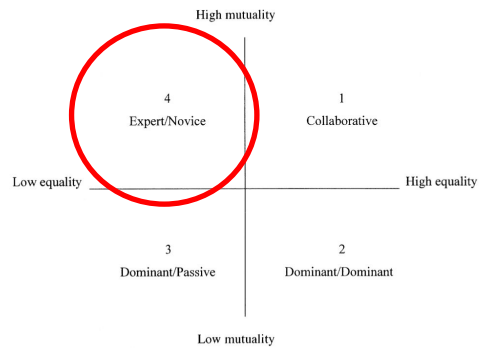


Duration - 5 minutes

Allow 1 or 2 Dominant/Dominant groups to present and then pose discussion questions

## Expert/Novice Pattern

- What did you notice about this peer interaction?
- What are advantages and disadvantages of this pattern for the expert? For the novice?



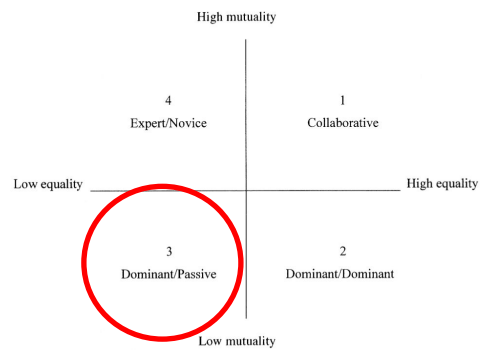
Duration - 5 minutes

Allow 1 or 2 Expert/Novice groups to present and then pose discussion questions



## Dominant/Passive Pattern

- What did you notice about this peer interaction?
- What are the disadvantages?

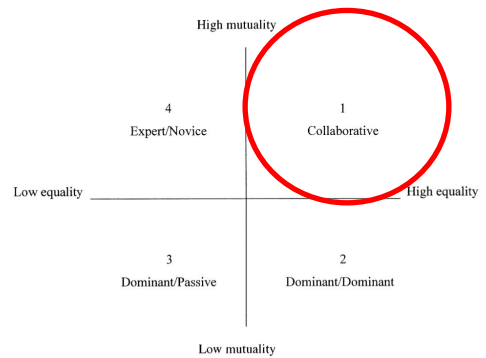


Duration - 5 minutes

Allow 1 or 2 Dominant/Passive groups to present and then pose discussion questions

## Collaborative Pattern

- What did you notice about this peer interaction in relation to the previous one?

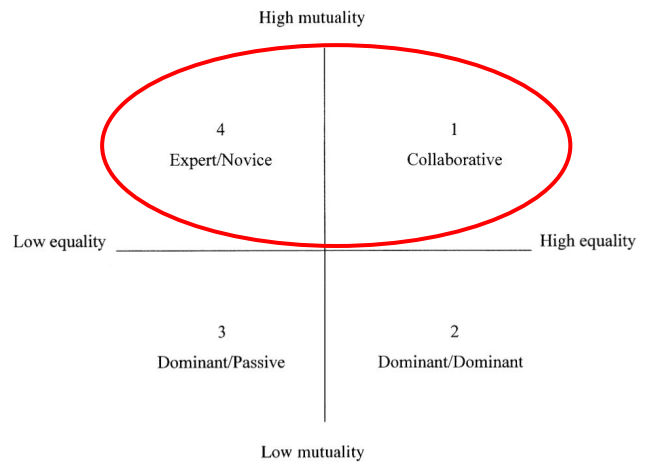


Duration - 5 minutes

Allow 1 or 2 Collaborative groups to present and then pose discussion question

## What does the research say?

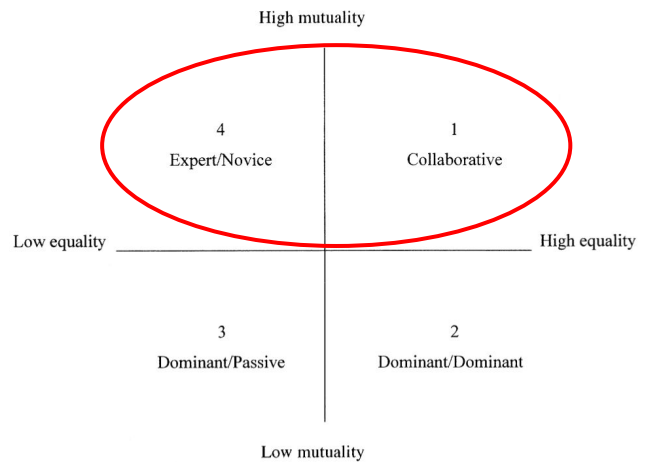
- Both Collaborative and Expert/Novice patterns result in high quality peer interactions with more negotiation of meaning and better learning outcomes for all partners



Duration: 1 Minute

## Learners' Attitudes Make a Difference

- Learners' attitudes toward peer interaction can affect what pattern they take on with a particular partner:
  - Do they view peer interaction as valuable on its own?
  - Do they view the interaction as helpful toward task success?



Duration: 1 Minute

## How Can We Affect Learner Attitudes Toward Peer Interaction?

- Explicitly discuss the benefits of interaction for language learning as backed up by the research literature – it's not just busy work or a means to an end!
- Incentivize and reward collaborative behaviors to make them the goal of the tasks rather than focusing on accuracy as a measure of task success.
- Do you have any more ideas to shift learner attitudes about collaboration?

Duration: 2 Minutes

Read the two bullet points and pose the final discussion question to elicit further ideas from the audience.

## Homework Task

- Observe peer interactions in your classrooms to try to identify what patterns of interaction different pairs exhibit. You will discuss this with a partner at the start of our next session!

Duration: 1 Minute

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# Session 2

— Grouping of Students and Teacher —  
Scaffolding with Peer Interaction

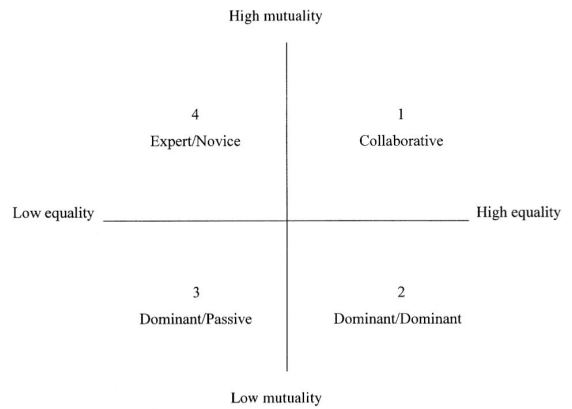
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## What did you notice in your classrooms?

Discuss with a partner what patterns of interaction you noticed in your classrooms.

1. What were some of the signs you observed of these patterns occurring?



Duration: 6 minutes

Prompt everyone to write down answers in the workbook for 2 minutes, then discuss for 2 minutes with partners

Then call on a few participants to share with everyone



**Let's hear from your experiences:**

2. How do you usually pair up students for classroom tasks?

3. What are some practical challenges that make it hard for a teacher to determine student pairings?

Duration: 5 minutes

Prompt everyone to write down answers in the workbook for 1 minute, then discuss for 2 minutes with partners

Then call on a few participants to share with everyone

## We will look at 3 pairing considerations:

1. Proficiency level in English of each partner
2. Level of personal familiarity between the partners
3. Linguistic background of the partners

Are there any other factors you can think of that might affect pair dynamics?

Duration: 2 minutes

Pose question to all

Possible answers: personality characteristics like introversion/extraversion, gender, age, race/ethnicity, cultural norms

## Small Group Discussions - Jigsaw Task

- Each group will discuss the advantages and disadvantages of pairing learners in different ways and write down bullet points in the workbook before sharing your findings with members of the other groups



Duration: 1 minute

Photo by [Nathalia Segato](#) on [Unsplash](#)

## Small Group Discussions - Jigsaw Task

- **Group 1** will discuss the pros and cons of same proficiency pairings (expert-expert, novice-novice) vs. mixed proficiency pairings (expert-novice)

- **Group 2** will discuss the pros and cons of partners who are completely unfamiliar with each other, somewhat familiar through class interactions, or very familiar close friends

- **Group 3** will discuss the advantages and disadvantages of pairing students who share the same first language vs. pairs who do not

Duration: 15 minutes

Introduce groups and assign them yourself so there are the same number in each one or as close as possible

Can walk around to encourage groups and answer questions

They will fill out their group's section in the workbook, and you can point out the notes on findings from the research and further discussion questions in their workbooks.

## Small Group Discussions - Jigsaw Task

- Now your groups will split apart and you will form new groups with at least one member from groups 1, 2, and 3.
- Each group member should take turns sharing the points from your previous group discussion, and everyone can take down notes in the blank tables in your workbook.
- We will then take turns having everyone share ideas with the whole group

Duration: 20 minutes

Groups will split apart into new groups with at least one member from each of the other groups (can be some doubling up)

Can walk around to encourage groups and answer questions

They will fill out notes in the workbook sections they did not already fill out

## Take-Away Practices For Pairing Students

- There are possible advantages and disadvantages to all types of pairings
- What are the implications of this?
  - What works best for some learners might not work best for all
  - **Rotating partners occasionally** might allow for benefits of familiarity without its downsides, as well as offering learners a variety of interaction dynamics so they can reap varied benefits

Duration: 2 minutes

## Let's Try Out an Activity #1

- Find a new partner and turn to the Text Editing Task 1 in your workbook.
- Instructions: There are various grammar errors within the paragraph. Your goal is to find and correct all 10 of the errors within 5 minutes. You will get 1 point for each error you find and correct appropriately. Go!

Duration: 10 minutes

Instructor can let participants find partners themselves and can help pair people up, with a group of 3 if there is an odd number

The answer key will be shown after so everyone can see how they did.

## Answer Key

The modern fantasy and science fiction genres in the West **are** now full of variety and representation. Gone are the days when only white men **dominated** the best-seller lists in these genres with the likes of J.R.R. Tolkien in fantasy or Isaac Asimov and Robert Heinlein in science fiction. Now **women** authors like Martha Wells lead the way in science fiction sales with her **series** about a humanoid security robot with social anxiety. In fantasy, African-American female author N.K. Jemisin **became** the first writer to win the prestigious Hugo award three years in a row from 2016-2018 for her fantasy trilogy called The Broken **E**arth series. New voices are making **themselves** heard from previously under-represented backgrounds to produce books in these genres that **break** the mold of the white, male, Western voices that **dominated** for so long.

Duration: 2 minutes



## Let's Try Out a Partner Activity #2

- Find a new partner and turn to the Text Editing Task 2 in your workbook.
- Instructions: Your goal is to converse with your partner to discuss the possible grammar errors in this text and how to correct them. We will practice offering opinions as well as practice agreeing or disagreeing politely.
- Main Objectives:
  - Engage collaboratively with your partner, asking for and considering their opinions
  - Converse for the whole 5 minutes and try to have everyone speak for an equal amount of time
  - You will not be scored based on accuracy but given participation points for working collaboratively

Duration: 10 minutes

Instructor can let participants find partners themselves and can help pair people up, with a group of 3 if there is an odd number

## Answer Key

Traveling is a wonderful way to **see** the world and gain a new perspective about life. One **question** about how to plan a trip concerns whether **it's** better to visit popular tourist attractions or places that are off the beaten path. Visiting popular tourist attractions can **be** satisfying since you can cross an important or beautiful place off of your bucket list. However, **if** you just visit only **places** with lots of tourists, you might not get to experience what that location actually feels like to live there, and you may miss out on a transformative cultural experience. **Instead of** sticking near all the tourists, you might consider spending some **time** traveling to locations that are not popular with outsiders. You might discover hidden gems that **others** don't know about or just get the feel for daily life in **a** new place.

Duration: 2 minutes

## Partner Activity Reflection

1. Discuss with your partner and note down any differences you experienced between the quality of the collaborative dialogue in task 1 versus task 2 (note if there were any differences between the amount of talking by each partner as well as the amount of negotiation of meaning):
2. What was different about the instructions between the two tasks? Did they change the way you approached the time with your partner?
  - One partner should be prepared to share a quick summary of your thoughts with the whole group

Duration: 10 minutes

Give the partners 5 minutes to discuss and write down answers in their workbooks  
Then call on each group for a quick recap or at least a few of them.

Main takeaways to ensure to bring up: the instructions for task 1 focused on task accuracy and efficiency

The instructions for task 2 focused on encouraging a Collaborative pattern of interaction and negotiation of meaning

## Takeaways for Teaching Practice

- Your task instructions and incentives can affect the quality and manner of peer interaction
- Instructions can focus on encouraging a Collaborative pattern of interaction where task success = being collaborative
- How else can teachers encourage collaborative interactions?

Duration: 5 Minutes

Pose the question to the group to see if anyone has ideas.

If they do not come up with anything, you can add:

- 1) Explicitly discuss benefits of peer interaction with students
- 2) Explicitly introduce guidelines for peer interactions
- 3) Model or use examples

## Exit Ticket and Homework Task

- Write down 1 idea you would like to put into practice immediately with your own students. You will discuss how this went with a partner at the start of the next session!

Duration: 1 Minute

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# Session 3

— The Effects of Task Type on Peer Interaction —

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## Reflection

- Discuss with a partner for 2 minutes about how your experimental adjustment(s) have gone with your students.
- Did you notice any changes in the peer interactions in your classroom?

Duration: 5 minutes

Give just 2 minutes to chat and then ask for people to share with the group

## Task Types in Your Classrooms

- What kind of interaction tasks have you used in your classrooms?

Duration: 3 minutes

Can type in the presentation as people share out, and can provide some examples if the participants are not sure



## Let's Try Out Different Task Types

- We will try out various tasks in pairs and reflect on their benefits and limitations. Later we will also see what the research has shown about task effects.
- Our main goal is to reflect on how different kinds of tasks provide various opportunities for higher or lower quality peer interaction.

Duration: 1 minute

## Task 1: One-Way Information Gap Activity

- This is where one partner holds information that must be communicated to the other partner
- In this task, one partner will look at a picture and the other partner will have to draw that picture without looking at it. The partner drawing the picture should ask clarification questions so there is back-and-forth conversation. Don't worry about describing colors or background. One partner should face away from the projector or screen during the task. We will do this for 3 minutes and then switch who is drawing.

Duration: 3 minutes

Make sure people are paired up with a partner of their choice and that one partner is turned away from the screen/board before going to the next slide.



Duration: 5 minutes

Photo by [Kobby Mendez](#) on [Unsplash](#)

Prompt partners to begin describing/drawing. When time is up, have everyone look at the picture to see how close they came.

Then make sure the partners switch places and that the new drawers are facing away from the screen before turning to the next slide.



Duration: 5 minutes

Photo by [Diego PH](#) on [Unsplash](#)

Prompt partners to begin describing/drawing. When time is up, have everyone look at the picture to see how close they came.

Think - Pair - Share

## Task 1 Reflection: One-Way Information Gap Activity

- What are the strengths of a task like this one?
- Are there any limitations?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before prompting to discuss with a partner before calling on people to share

## Task 2: Two-Way Information Gap Activity

- This is where each partner holds unique information that must be communicated to the other partner
- Scavenger Hunt Instructions: Walk around the room and engage in conversations with one person at a time to fill out as many different names as you can in the blanks below. Ask for clarification as needed to make sure you understand each other clearly.

Duration: 10 minutes

Ask for any questions about the instructions and then give 10 minutes for the scavenger hunt before seeing who got the most.

Think - Pair - Share

## Task 2 Reflection: Two-Way Information Gap Activity

- What are the strengths of a task like this one?
- Are there any limitations?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before prompting to discuss with a partner before calling on people to share

## Task 3: Scripted Conversation

- This is where each partner takes on one role in a scripted conversation and reads out each line exactly as it is written. They are common in EFL textbooks introducing a particular kind of conversation or set of vocabulary.
- Find a new partner that you haven't worked with yet, and then take turns playing each role in the conversation.

Duration: 2 minutes

Make sure everyone has a new partner before going to the next slide.



## Task 3: Scripted Conversation

**Sam:** Hi, Mickey! How are you doing today?

**Mickey:** Hi Sam! I'm doing well, but I'm so busy with a lot of things to do. Would you be able to do me a small favor?

**Sam:** I'd be happy to, as long as it's something I am capable of.

**Mickey:** Thanks! I need someone to drive me to the shop where my motorbike is getting fixed. Could you spare a few minutes and drive me over there so I can pick it up?

**Sam:** Sure! I don't have anywhere I need to be right now, so I can take you there on my motorbike. I even have an extra helmet you can use.

**Mickey:** Thank you so much. That's such a huge help, and I'll owe you one!

Duration: 2 minutes

Once everyone is done reciting the conversation twice, go to the next slide.

Think - Pair - Share

## Task 3 Reflection: Scripted Conversation

- What are the limitations of a task like this one?
- Are there any strengths?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before prompting to discuss with a partner before calling on people to share

## What does the research have to say about task type?

- Less open-ended tasks such as fill-in-the-blank tasks or scripted conversations lead to fewer instances of negotiation of meaning between partners, and worse performance on post-task assessments, than information gap activities or other more open-ended tasks.
- What are some implications of this finding for classroom practices?

Duration: 5 minutes

Facilitate some group discussion with the question - if not provided by participants, can provide these ideas:

- Non-open-ended tasks would not be good to use as the only interaction tasks
- might be good occasionally or to introduce new vocab or conversation types
- these are not sufficient to reap benefits of interaction
- could use scripted conversation to focus on other things like intonation, pronunciation, rhythm
- could use fill-in-the-blank tasks to focus on a particular grammar point or vocab

## Task 4: Open-Ended Joint Writing Composition

- This is where partners must work together to write a single joint text based on a prompt. It can involve instructions such as a need to include certain target vocabulary or grammar forms as well.
- Instructions: In your workbooks, work together with a partner for 10 minutes to write a single coherent narrative text about going on a vacation that makes use of the target vocabulary words on the next slide. Discuss out loud together what you can write, and try to come to agreement about each line.

Duration: 2 minutes

## Task 4: Open-Ended Joint Writing Composition

- Words to include in your texts about a vacation:
  - Vacation
  - Sunny
  - Cloudy
  - Rainy
  - Umbrella
  - Scenery
  - Beach
  - Restaurant

Duration: 10 minutes

Prompt participants to complete the task in their workbooks.

Float around to encourage everyone and listen in to discussions.

Ask afterward for a few groups to share their text by reading it out.

Think - Pair - Share

## Task 4 Reflection: Open-Ended Joint Writing Composition

- What are the strengths of a task like this one?
- Are there any limitations?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before prompting to discuss with a partner before calling on people to share

## Task 5: Dictogloss

- This is where the teacher reads a brief text out loud (usually more than once) while learners listen and take notes. Then the learners attempt to reconstruct the text as closely as they can in pairs in writing.
- Instructions: Listen to the text being read to you two times. You are allowed to take written notes while listening. Then you will have 10 minutes with a partner to try to reconstruct the text as closely as you can to the original and produce one written text together.

Duration: 15 minutes

Explain instructions and then read the following text two times before prompting the partners to work to reconstruct the text:

When Mr. Jones looked up from his desk at the front of the classroom and saw the desks full of bright students, he marveled at how he got to that point in his life. With his students working on an assignment, he even had time to daydream about what turned his life onto this path. Heading into university, he thought he wanted to be a lawyer and make as much money as he could. But then he started to get inspired by his college professors, and he thought how great it would be to inspire younger generations as a teacher himself. Mr. Jones eventually stopped reflecting on his past, looked at his class, and smiled.

## Task 5: Dictogloss - Answer Key

When Mr. Jones looked up from his desk at the front of the classroom and saw the desks full of bright students, he marveled at how he got to that point in his life. With his students working on an assignment, he even had time to daydream about what turned his life onto this path. Heading into university, he thought he wanted to be a lawyer and make as much money as he could. But then he started to get inspired by his college professors, and he thought how great it would be to inspire younger generations as a teacher himself. Mr. Jones eventually stopped reflecting on his past, looked at his class, and smiled.

Duration: 2 minutes

Show the answer key so the participants can see how close they came to reconstructing the text.



## Task 5 Reflection: Dictogloss

- What are the strengths of a task like this one?
  
- Are there any limitations?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before calling on people to share.

Can mention how research shows dictogloss tasks often produce many instances of negotiation of meaning between partners, which provide opportunities to use language to further understanding and resolve communication difficulties or questions.

## Other Discussion Tasks to Reflect On

- Over the course of our sessions, we have engaged in many think-pair-share tasks where you have been asked to think/write down answers to a prompt, discuss with a partner, and then share out with the whole group.
- What are the strengths of think-pair-share?
- Are there any limitations?

Duration: 3 minutes

Prompt participants to write down answers in the workbook for a few minutes before calling on people to share.

Can prompt that the think time allows everyone the time to produce answers or thoughts on the topic, and the pair sharing allows everyone a chance to practice speaking and listening and working through their ideas before ideas are shared among the whole group to pool everyone's thoughts and knowledge.

A limitation is that not everyone can share with the whole group, and if there is a non-collaborative interaction pattern between partners, one partner might not get a chance to express themselves.

## Final Takeaways

- Try to encourage **collaborative** interactions among your learners
- **Rotate partners occasionally** so learners can benefit from a range of partner types and avoid sticking in a non-collaborative partnership
- Employ a **variety of task types**, especially those that encourage more negotiation of meaning.
- What was your most important learning from our seminars?

Duration: 3 minutes

Let everyone note down an answer to the last question in their workbooks

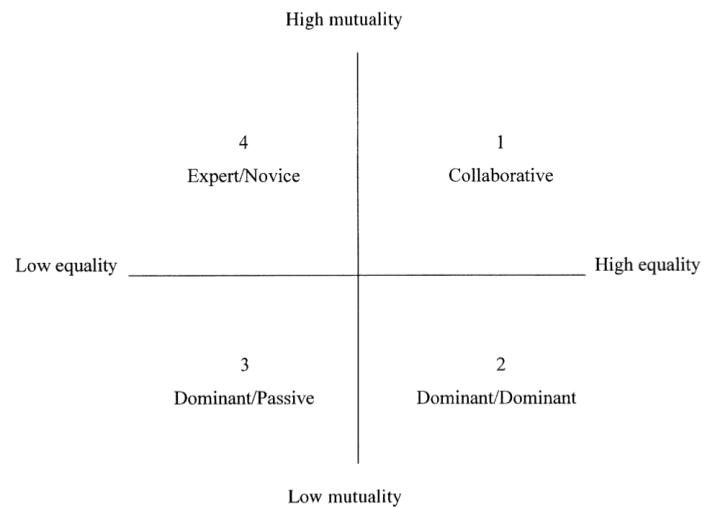
## Day 1 Workbook

Think-Pair-Share Reflections:

1. Why was peer interaction valuable for you as a language learner?
2. Why is it valuable to facilitate peer interaction for English-language learners?
3. What are the challenges you face with facilitating peer interaction in your classrooms?
4. What were challenges you remember surrounding peer interaction from being a learner yourself?
5. What would you like to know or improve at regarding facilitating peer interaction?

## Day 1

### Storch's Patterns of Interaction



1. Why is the Collaborative pattern considered the ideal pattern of interaction?
2. What are advantages and disadvantages of the expert/novice pattern?
3. Why is the Dominant/Dominant pattern considered one that should be avoided?
4. Why is the Dominant/Passive pattern one that should be avoided? Why might it occur?
5. Which patterns have you observed in your classrooms? Are there any reasons you can think of why certain pairs take on particular patterns?

## Day 1

### Fill-in-the-Blank Role Play Task

Task Instructions: Work with a partner to discuss about and decide on which form of the verb in parentheses would correctly fill in the blank.

1. She \_\_\_\_\_ (believe / believes) her luck is very good this year.
2. When the boy's mom called his phone, he missed it because he \_\_\_\_\_ (was playing / played) football at the time.
3. We \_\_\_\_\_ (were traveling / traveled) to Spain last year and loved it so much!
4. Successful companies \_\_\_\_\_ (are knowing / know) how to appeal to their customer base.

Instructions for Dominant/Dominant groups:

- Make sure both partners speak a lot and refuse to listen to each other's ideas
- There should be arguments about what is right and no compromise or agreement

Instructions for Collaborative groups:

- Make sure both partners decide on how to approach the task together and speak roughly equally and engage thoughtfully with each other's ideas
- There should be compromise/agreement along with back and forth questions

Instructions for Dominant/Passive groups:

- Make sure one partner takes the dominant role and one the passive role
- The dominant partner should take the lead on the task and not engage much with the passive partner, who should mostly let the dominant one control the task

Instructions for Expert/Novice groups:

- Make sure one partner takes the expert role and one the novice role
- The expert partner should take the lead on the task but should actively help engage the novice partner, providing suggestions and prompts so there is a back-and-forth conversation happening

## Day 2 Workbook

Think-Pair-Share Reflections:

Discuss with a partner what patterns of interaction you noticed in your classrooms.

1. What were some of the signs you observed of these patterns occurring?
2. How do you usually pair up students for classroom tasks?
3. What are some practical challenges that make it hard for a teacher to determine student pairings?

## Day 2 - Proficiency Level Group

### Instructions:

- Discuss with your group what the pros and cons are of various proficiency-level pairings
- For the purpose of this discussion, “high” proficiency means both a student who is slightly above the average proficiency level in a mostly same-proficiency classroom (with “low” being slightly below) or considerably more proficient than the low-proficiency students in a highly mixed proficiency classroom.

Pros of same-proficiency pairs (high-high)	Cons of same-proficiency pairs (high-high)

Pros of same-proficiency pairs (low-low)	Cons of same-proficiency pairs (low-low)



Pros of mixed proficiency pairs (high-low)	Cons of mixed proficiency pairs (high-low)

### What does the research have to say?

Studies show that all types of proficiency pairings can result in either collaborative or non-collaborative interactions, but that same proficiency pairings have the greatest chance for a Collaborative pattern. Mixed proficiency pairings have a greater likelihood of resulting in an expert/novice or dominant/passive pattern, but high-low pairings offer low proficiency students opportunities for greater task success and more correctly resolved language-related episodes where meaning is negotiated. The same learner might also exhibit one pattern of interaction with someone of the same proficiency and a different pattern with someone of higher or lower proficiency.

### Other discussion questions to consider:

- Do you think same or mixed proficiency pairings are most effective for learners? Why? Would you stick to that kind of pairing all the time or rotate?
- Are there any differences between the pros and cons of a high-high pairing vs. a low-low pairing? Would an intermediate-intermediate category change anything?
- How might the pros and cons of a mixed proficiency pairing be affected by the level of disparity between the high proficiency and low proficiency partners? By the attitudes of the learners?

## Day 2 - Peer Familiarity Group

### Instructions:

- Discuss with your group what the pros and cons are of pairing students with varied levels of familiarity in terms of promoting the strongest collaborative patterns of interaction and task success.

Pros of partners with zero familiarity	Cons of partners with zero familiarity

Pros of partners with strong familiarity through personal friendship	Cons of partners with strong familiarity through personal friendship

Pros of partners with slight familiarity through classroom interaction	Cons of partners with slight familiarity through classroom interaction

What does the research have to say?

Studies show that all types of familiarity pairings could result in collaborative or non-collaborative patterns of interaction. There is less likelihood that completely unfamiliar partners will exhibit a Collaborative pattern than ones who are somewhat or very familiar. Interestingly, initially unfamiliar pairs who continue to work together often take on stronger collaborative patterns in future interactions. However, some initially unfamiliar pairs who take on non-collaborative patterns sometimes maintain non-collaborative patterns in future interactions as well. Some researchers believe that very familiar partners reduce social anxiety and lead to more free language experimentation, while less familiar partners encourage a greater focus on form.

Other discussion questions to consider:

- What do you think is the optimal level of familiarity for classroom interaction partners? Why? Would you stick to that kind of pairing all the time or rotate?
- Can these pros and cons be generalized to most people or do you think different individuals and pairs might behave differently so it's hard to generalize based on familiarity?
- When you need to partner with someone, do you prefer the partner to be familiar or unfamiliar? Which is most productive for you?

## Day 2 - Linguistic Background Group

### Instructions:

- Discuss with your group what the pros and cons are of pairing students with different or similar linguistic backgrounds in terms of promoting the strongest collaborative patterns of interaction and task success.

Pros of partners with the same linguistic background (share an L1)	Cons of partners with the same linguistic background (share an L1)

Pros of partners with a different linguistic background (do not share an L1)	Cons of partners with a different linguistic background (do not share an L1)

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What does the research have to say?

Studies show that pairs with different L1 backgrounds exhibit more instances of negotiation of meaning through language-related episodes and produce more modified output than do students with the same L1 background (possibly due to lower levels of comprehensibility and intelligibility) . On the other hand, students with the same L1 background have been found to discuss their language use and task management more freely and more in depth due to an ability to translanguage. They can also share their ideas more freely, avoid communication breakdowns, and clarify task instructions with each other in a way that partners who don't share an L1 cannot.

Other discussion questions to consider:

- Do you have a personal preference when partnering up with someone in a classroom if they share your linguistic background? Why?
- What are the benefits learners might experience if they can translanguage or code-switch with their partners during a task?
- Are the pros and cons you considered affected at all if the learners' L1s are closely related to each other or extremely different and in unrelated language families?

## Day 2

### Text Editing Task 1

Instructions: There are various grammar errors within the paragraph. Your goal is to find and correct all 10 of the errors within 5 minutes. You will get 1 point for each error you find and correct appropriately. Go!

The modern fantasy and science fiction genres in the West were now full of variety and representation? Gone are the days when only white men have been dominating the best-seller lists in these genres with the likes of J.R.R. Tolkien in fantasy or Isaac Asimov and Robert Heinlein in science fiction. Now woman authors like Martha Wells lead the way in science fiction sales with her series' about a humanoid security robot with social anxiety. In fantasy, African-American female author N.K. Jemisin becomes the first writer to win the prestigious Hugo award three years in a row from 2016-2018 for her fantasy trilogy called The Broken earth series. New voices are making them heard from previously under-represented backgrounds to produce books in these genres that breaks the mold of the white, male, Western voices that dominate for so long.

## Day 2

### Text Editing Task 2

Instructions: Your goal is to converse with your partner to discuss the possible grammar errors in this text and how to correct them. We will practice offering opinions as well as practice agreeing or disagreeing politely.

#### Main Objectives:

- Engage collaboratively with your partner, asking for and considering their opinions
- Converse for the whole 5 minutes and try to have everyone speak for an equal amount of time
- You will not be scored based on accuracy but given participation points for working collaboratively

Traveling is a wonderful way to see the world and gain a new perspective about life. One question about how to plan a trip concerns whether it's better to visit popular tourist attractions or places that are off the beaten path. Visiting popular tourist attractions can be satisfying since you can cross an important or beautiful place off of your bucket list. However, if you just visit only a place with lots of tourists, you might not get to experience what that location actually feels like to live there, and you may miss out on a transformative cultural experience? Instead of sticking near all the tourists, you might consider spending some time traveling to locations that are not popular with outsiders. You might discover hidden gems that others don't know about or just get the feel for daily life in a new place.

## Day 2

### Final Partner Reflections

1. Discuss with your partner and note down any differences you experienced between the quality of the collaborative dialogue in task 1 versus task 2 (note if there were any differences between the amount of talking by each partner as well as the amount of negotiation of meaning):

2. What was different about the instructions between the two tasks?

**Exit Ticket:** Write down 1 idea you would like to put into practice immediately with your own students to try to improve the quality of peer interaction:



## Day 3 Workbook

Task 1: One-Way Information Gap Activity: Use this page to draw on or use your own sheet of blank paper

Task 1 Reflection:

What are the strengths of a one-way information gap activity like this one?

Are there any limitations?

## Task 2: Two-Way Information Gap Activity - Scavenger Hunt

Instructions: Walk around the room and engage in conversations with one person at a time to fill out as many different names as you can in the blanks below. Ask for clarification as needed to make sure you understand each other clearly.

A person who shares your birth month: \_\_\_\_\_

A person who shares your favorite food: \_\_\_\_\_

A person who shares your favorite color: \_\_\_\_\_

A person who shares your favorite hobby: \_\_\_\_\_

A person who shares the same number of siblings: \_\_\_\_\_

A person who shares your favorite drink: \_\_\_\_\_

A person who shares your favorite kind of music: \_\_\_\_\_

Task 2 Reflection:

What are the strengths of a two-way information gap activity like this one?

Are there any limitations?

### Task 3: Scripted Conversation

Instructions: Take turns with your partner playing each role in the following conversation to practice asking for favors and granting favors.

**Sam:** Hi, Mickey! How are you doing today?

**Mickey:** Hi Sam! I'm doing well, but I'm so busy with a lot of things to do. Would you be able to do me a small favor?

**Sam:** I'd be happy to, as long as it's something I am capable of.

**Mickey:** Thanks! I need someone to drive me to the shop where my motorbike is getting fixed. Could you spare a few minutes and drive me over there so I can pick it up?

**Sam:** Sure! I don't have anywhere I need to be right now, so I can take you there on my motorbike. I even have an extra helmet you can use.

**Mickey:** Thank you so much. That's such a huge help, and I'll owe you one!

Task 3 Reflection:

What are the limitations of a task like this one?

Are there any strengths?

#### Task 4: Open-Ended Joint Writing Composition

Instructions: Work together with a partner for 15 minutes to write a single coherent narrative text in the space below about going on a vacation that makes use of the target vocabulary words below. Discuss out loud together what you can write, and try to come to agreement about what should go in each line.

Target Words: Vacation, Sunny, Cloudy, Rainy, Umbrella, Scenery, Beach, Restaurant

Task 4 Reflection:

What are the strengths of a task like this one?

Are there any limitations?

## Task 5: Dictogloss

Instructions: Listen to the text being read to you two times. You are allowed to take written notes on this page while listening. Then you will have 10 minutes with a partner to try to reconstruct the text on the next page as closely as you can to the original and produce one written text together.

Notes:

Text Reconstruction:

Task 5 Reflection:

What are the strengths of a dictogloss activity like this one?

Are there any limitations?

## Final Reflections

Over the course of our sessions, we have engaged in many think-pair-share tasks where you have been asked to think/write down answers to a prompt, discuss with a partner, and then share out with the whole group.

What are the strengths of think-pair-share?

Are there any limitations?

What was your most important learning from our seminars?

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