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# An interaction analysis on the Classroom Outcomes of High and Low Input Generators in an ELT Classroom Environment

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***Abstract:*** *Together with the focus on communication in language teaching, student involvement in communicative tasks are carried out through pair work. Pair work is one of the mostly preferred interaction types as each of the pairs has the opportunity to contribute and there is almost no risk of dead time when compared to individual and group work. It allows students to work and interact independently without teacher guidance, thus promotes learner independence in addition to its being easy and quick to organize. To analyze the issue more intensively in the classroom environment, the current study sheds light into learner-learner interaction patterns through pair work and their effect on the production of language forms. It indicates whether various patterns of interaction between pairs contribute to learning outcomes. The participants of the study are 20 students of English Language Teaching Department at a state university. The findings of the study indicate that 'high input', generated by the learners in pair work, does not necessarily mean that more interaction and more success are achieved.*

***Keywords:*** *High Input Generators, Low Input Generators, Pairwork, Interaction Analysis*

## Bir İngilizce Eğitimi Ortamında Yüksek ve Düşük Performanslı Öğrencilerin Etkileşim Analizi

***Öz:*** *Dil öğretiminin iletişim odaklı olmasıyla beraber öğrencilerin sınıf içi etkinliklere katılımı ikili çalışmalarla da yapılmaktadır. İkili çalışmalar, yapılan etkinliklere eşit oranda katılımını sağladığı ve bireysel çalışma ve grup çalışmasıyla kıyaslandığında neredeyse hiç zaman kaybı olmadığından en çok tercih edilen etkileşim türlerinden biridir. Öğrenciye öğretmen rehberliği olmadan bağımsız çalışmayı ve etkileşim kurmayı sağlar ve bu yüzden hazırlaması kolay ve çabuk olmasının yanında öğrenci özerkliğini arttırır. İkili çalışmaları sınıf ortamında daha ayrıntılı görmek amacıyla bu çalışma öğrenci-öğrenci etkileşimi desenlerini belirleyerek ortaya çıkan veriyi incelemiştir. Çalışma, ikili arasındaki farklı etkileşim desenlerinin öğrenci çıktılarına etki edip etmediğini göstermektedir. Çalışma evrenini bir devlet üniversitesinde İngiliz Dili Eğitimi bölümünde okuyan 20 öğrenci oluşturmaktadır. Çalışmanın bulgularına bakıldığında, yüksek performanslı öğrencilerin verilerinin başarı ve etkileşim açısından incelendiğinde düşük performanslı öğrencilerden daha iyi olduğu anlamına gelmediğini göstermektedir.*

***Anahtar Kelimeler:*** *Yüksek Performanslı Öğrenciler, Düşük Performanslı Öğrenciler, İkili çalışma, Etkileşim Analizi*

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## I. Introduction

In quest of reaching firm conclusions on the most efficient way of foreign language teaching, many approaches were adopted over a long period of time. While the traditional concept of classroom instruction based on transmission of information from the teachers to learners, recent approaches; however, put more emphasis on more interactive perspectives.

Along with the emergence of communicative language teaching methods, the practice of language teaching shifted towards helping learners develop skills for expressing different functions via the use of a variety of tasks which are said to make language teaching more communication-oriented. Learners as well as teachers undertake responsibilities to reflect life-like communicative occasions in the classroom atmosphere. Nevertheless, Nunan (1999a) argues that learners will also do things that are not rehearsals for performance outside the classroom. Classroom tasks such as listening to an audio material, repetitions, solving problems in groups take place since they are assumed that they facilitate the development of a learner's general language proficiency. Therefore, they have a pedagogical or psycholinguistic rationale. The question of 'what makes a task pedagogical?' is of great significance and it is defined by Nunan (1989b, p.10) as:

> *(…)a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.'*

## II. Literature Review

With the advent of more communicative approaches in language teaching, classroom tasks which focus on the content of what the students say rather than just limited language structures gained importance. Several distinctions between a communicative task and a non-communicative one were drawn by Brown (2001). He, clearly, compares these two types in terms of their purpose, content vs. form emphasis, variety of language items and teacher intervention. In the design of communicative tasks there is a desire to communicate; therefore, the purpose of the task is to promote communication. While in non-communicative tasks the specific language form plays the greatest role, the highest degree of importance is given to content in the other. Concerning the language variety and teacher intervention, only one language item is dealt and complete teacher intervention takes place in non-communicative tasks whereas there is richness in terms of language variety and minimum teacher intervention in the communicative one.

According to Vygotsky's sociocultural theory, all cognitive development including language development is social and knowledge is constructed by interactions of

individuals within the society and learning is the internalization of the social interaction (Lightbown & Spada, 2003). Vygotsky argued that from the very beginning of life, for development to occur a child needs to interact with a more able member of the society. However, for the interaction to be more effective, the assistance provided by the more able member needs to be attuned to the child's needs. This assistance is called 'scaffolding', in other words, the verbal guidance which an expert provides help in performance or the collaboration of peers to perform a task. The talk between peers while collaborating may be in L1, which may act as an agent for problem solving and enhance the learning of L2 (Saville & Troike, 2006). Therefore, language plays a key role because it is a semiotic tool that mediates the interaction between the expert and the novice. It is the language itself that enables them to plan, coordinate, and review their actions. Also, language is a reflection of cognitive development. Many studies have shown that scaffolding can take place in pair and small group activities that involve interactions between learners are often used in language classrooms for both pedagogical and theoretical reasons. A variety of theoretical approaches to L2 acquisition provide a rationale for the use of pair and small group activities. To illustrate, the interaction hypothesis of L2 acquisition (Gass, 2003; Pica 1994 as cited in Mc Donough, 2004, p. 208) states that interaction may facilitate L2 learning by providing learners with negative feedback (information about the ungrammaticality of their utterances) drawing their attention to language form in the context of meaning, and urging them to produce more complex accurate target language forms.

If teachers are on the lookout for ways to increase students' involvement in the language learning process, pair work is one of three things that Seligson (2001) recommends. Each of the pairs has the opportunity to contribute and there is almost no risk of dead time when compared to individual and group work. According to Brown (2001), pair work enables learners in interactive communication for a short period of time with a minimum of logistical problems. It allows students to work and interact independently without teacher guidance, thus promotes learner independence. In addition to its being easy and quick to organize 'if we get students to make decisions in pairs, we give them the chance to have responsibility rather than having to bear the whole weight themselves.' (Harmer, 2001:116) So, learners may feel less anxious and more confident when interacting with peers during pair work.

Many studies which focused mainly on quantitative analysis of linguistic interaction and the factors affecting meaning negotiations were carried out. These studies seemed to ignore the individual differences between pairs and the effect of these relations on learning outcomes. In the recent studies; however, pair work dynamics are analyzed with a much more intensive look.

Concerning the individual performance of the learners, the terms 'high input generators' (from now on HIGs) and 'low input generators' (from now on LIGs) are sometimes used in the context of interaction. These notions originally came from a study by Seliger (1977, as cited in Allwright & Bailey, 1994) He tried to relate their participation behavior to their achievement in English. According to his study, HIGs initiate conversations, provide more language samples; in other words, their

communication strategies generate high levels of input. In contrast, LIGs, seem to participate minimally, they are generally passive in interaction and do not actively use language to get more exposure to the target language. Seliger's study concentrated on two questions: 1. 'Does practice make perfect? 2. Are learners' participation patterns in any way related to their progress in mastering English?' He found out that HIGs outperform the LIGs in English achievement. However, his study was criticized that his findings might not hold true for other learners in other settings.

In this qualitative study, learner-learner interaction patterns through pair work and their effect on the production of language forms are analyzed. The study indicates whether various patterns of interaction between pairs contribute to learning outcomes. The research questions that this study seeks to find answers to:

1. What patterns of learner-learner interaction emerge in pair work in an EFL university level classroom?

2. Do different interaction patterns assigned to each learner in the pair have an effect on language input in terms of length?

3. Is there a correlation between language production and academic success of the students?

**III. Participants**

The participants of the study are students at a state university in the Department of English Language Teaching. They had been admitted to this program based on their national standard university entrance exam scores. The reason why this class was chosen for the study was that the observer was one of the lecturers of this class in the previous semester. Therefore, it was assumed that this type of familiarity would not be an obstacle in the regular flow of the intended plan.

Although the population of the class chosen for the study is 43 EFL freshmen, only 20 students (9 males and 11 females) were chosen for the study on voluntary basis. The age of the students ranged between 18- 20. In terms of language proficiency, their academic grade average is above 2.5 out of 4. They came from a similar language background, namely, they were Anatolian High School graduates (the most common type of high school in Turkey, where students are placed after a national secondary school exit examination). They had been studying English for an average of 7.6 years. (7 to 9 years) None of the learners had been abroad. They reported that they had minimum – almost no - exposure to English outside the class and some exposure to English through mass media.

Three 45-minute-class hours of Advanced Reading and Writing Course were observed by the researcher. The rationale behind attending the course was to have an idea about the usual flow of the lesson and plan the study accordingly. An advanced reading passage with vocabulary exercises was prepared. A writing activity was supposed to follow after. This sequence was the dominant nature of the way that the course contents were handled; some study on speaking, vocabulary or reading skills and writing skills were exploited in the end, usually essay writing.

Concerning the motivation of the students they claimed that the pre and while stages of the lessons (the tasks done before the essay writing section) were much more enjoyable when compared to the post stage (essay writing).

**IV. Method and Data Analysis**

Of the 20 students 5 pairs were randomly selected to carry out the tasks. Some of them – 2 pairs- preferred to do the tasks with their close friends. The remaining 10 students were assigned to take notes and record pair talks.

**A.Task**

A reading passage titled 'Emotional Intelligence' was chosen as the main task. Students were expected to read statements about the topic and see how much they know about it by circling one of the two alternatives. They discussed about the statements as pairs before reading the passage. To check their guesses as a pair they skimmed the passage. As a while reading activity, they had to work on incomplete sentences and had to choose the best alternative through focusing on vocabulary items. Later, they were supposed to work intensively on 10 vocabulary items. They had to guess the meanings of the items using contextual clues through discussion as pairs.

5 pairs were formed. They were the main pairs to do the task via discussion. The other 5 pairs were assigned to play the role of note takers and recorders. 2 pairs together with the other 2 students were seated in each desk. The seating plan was arranged as 5 remote desks in the same classroom so as to prevent imperfections in audio recording and short hand note taking. During the task, note takers were designated as A and B to take notes of the talk of one student in the pair. The note-takers were silent and did not participate in the activity, but took notes. They were instructed to take notes of any kind of utterance such as 'hmmm…', 'err' etc. and indicate pauses by putting '…'. Along with the note-takers, one audio-recorder /a mobile phone was used to record each pair talk.

The researcher's job was to give prompts to students on how to do the task, go from group to group and monitor or keep out of the way-whichever was likely to be more helpful.

Eventually, the participants of each pair were given a 10-question-quiz one week later. The vocabulary items in the quiz were chosen from the active vocabulary items which took place in pair work discussion.

The recorded notes of the students were transcribed by the researcher after the lesson. Additionally, it was crosschecked with the students' written notes for accuracy.

Data analysis was carried out in three ways:

1. Categories describing the type of interaction were defined.

2. Each participant's words during the pair discussion were counted to discover whether different interaction patterns attributed to each participant had an effect on his/her language production.

3. To find out the correlation between language input and interactive patterns of the participants the quiz scores and the word counts were analyzed.

**1. Categories describing the patterns of learner-learner interaction:**

Categories describing patterns of dyadic interaction were adapted from Storch (2002). In this model, how learners approached the task, their roles, their level of involvement and contribution to the task were placed into four distinct categories. There were four models labeled as: collaborative, dominant/dominant, dominant/passive, and expert/novice. Furthermore, these four types of interaction were analyzed in terms of mutuality and equality of the dyads. Equality refers to the degree of authority over the task and high equality takes place when both participants take directions from each other. On the other hand, mutuality refers to level of engagement with each other's contribution. High mutuality occurs when there is sharing of ideas and rich feedback in the interaction. Graphically, it is represented in Figure 1.

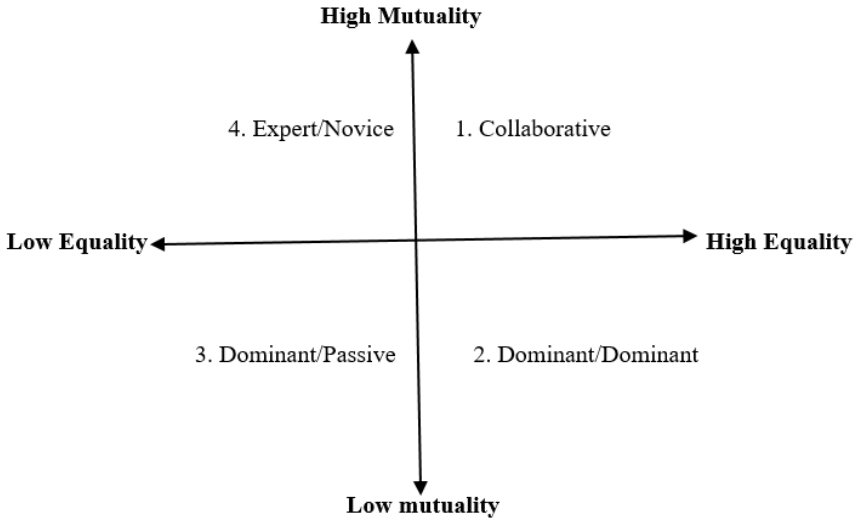



**Figure 1.** A model of interaction between pairs (adapted from Storch: 2002)

Each of the axes above is taken as a continuum. The horizontal axis represents equality from high to low and the vertical axis represents mutuality from low to high. The intersection represents a moderate level rather than 0.

The 1st quadrant, labeled as collaborative, represents a pattern of dyadic interaction where there is moderate to high equality and mutuality. It describes pairs working together on all parts of the task. They welcome and engage with each other's ideas. Options are discussed together. They decide on resolutions that are acceptable to both participants.

The 2nd quadrant, labeled as dominant/dominant represents the interaction in which both contribute but unwilling to fully engage with each other's contribution. There is a high level of disagreement which mostly results in inability to reach a joint decision.

Even though there may be division of labor and high equality, mutuality is low since there is very little engagement with each other's contribution.

The 3rd quadrant is labeled as dominant/passive. Mutuality and equality are moderate to low. One of the participants is authoritarian, the other is passive. There is little negotiation because there are few contributions from the passive participant.

The 4th quadrant, labeled as expert/novice. There is moderate to low equality and moderate to high mutuality. In this type of interaction, one of the participants seems to take the control of the task, however; it is different from dominant/passive interaction. The expert-like participant encourages the other (novice) to participate.

After the categories of interactions in pair work were set, a colleague was given the same transcriptions without researcher's comments on them and asked to label the transcriptions according to the criteria above. The interrater reliability was based on Miles and Huberman's formula. (1994).The result was 85%. This is considered to be an acceptable level of coding reliability.

The categorization is by its very nature imprecise. Pair interaction was placed in the quadrant that best described the dominant pattern evident in the pair discussion. The following excerpts are illustrations of four patterns of interaction.

**2. Word counts:**

Each participant's words during the pair discussion were counted to find out –if any- different interaction patterns had an effect on the language input.

In this study, the definition of word is taken as 'the smallest unit of language that people can understand if it is said or written on its own' (Longman Contemporary English Dictionary, 2003) therefore, all utterances such as 'hmmm…', 'err…', 'uh uh', 'oh?', etc…that take place through interaction are considered as meaningful. Therefore, they are counted as one word. In addition, contracted form of verb 'to be' and articles 'a' and 'the' are counted as one word.

**V.Results**

The results of the study are given in the tables below.

**Table 1:** Number of pairs reflecting patterns of interaction

| **Type of Interaction** | **Number of pairs** | **Pair Code** |
|---|---|---|
| Collaborative | 3 | F1 & F2, F3 & D, N & I |
| Dominant/dominant | 0 | - |
| Dominant/passive | 1 | M & E |
| Expert/novice | 1 | S & M |

As it is shown in Table 1, three types of pair interaction took place out of four distinct categories of interaction defined. The interaction patterns that emerged from the five pairs are collaborative (F1 & F2; F3 & D and N&I), dominant/passive (M&E) and expert/novice (S&M). None of the pairs displayed dominant/dominant interaction pattern. Out of three patterns, collaborative interaction pattern was found in three pairs. Therefore, it was the dominating pattern.

Excerpt 1 is an example of collaborative pair interaction. In this example, two participants Fatma and Fatih work together through every step. Cohesion takes place as they engage with each other's ideas by extending on them (e.g. lines 1-2, 3-4) or repeating what each says. (e.g. lines 11-13) They give negative feedback by explicit repair (e.g. line 21) or positive feedback (e.g. lines 13-15). They prefer to use plural subject pronoun 'we' (e.g. line 7) for their moves while trying to give sound decisions. Resolutions are reached by bringing joint sources together. (e.g. line 16-17) So, this talk displays a pattern that is high on equality and mutuality.

**Excerpt 1**

1. Fatma: impulse is eh…most probably adjective because it is before noun. I think it is zorlayıcı, itici güç falan …

2. Fatih: Ah, yes, exactly, coming before control...

3. Fatma: zorlayıcı on people… eh?

4. Fatih: yess...zorlayıcı on people and animals'

5-6

7. Fatma: Shall we write gratification here?

8-9-10

11. Fatih: We came to self-reliant it may be a person … self-confident

12. Fatma: yeah possible self confident

13. Fatih: we are right self reliant is self confident

14. Fatma: later immobilized. Somebody deprived of something

15. Fatih: yes, yes. Somebody in a deprived position

16. Fatih: this bypass is a scientific. Sanki transa geçmek

17. Fatma: medical word… there is bypass surgery. Being unconscious

18-19-20

21. Fatma: hi-jack. Eerr… to me it is boarding on a plane

22. Fatih: ne alaka? No, it means to block something here.

23. Fatma: oh? Hmmm. Right

-

Excerpt 2 is an example of dominant/passive pair interaction. This excerpt is taken from Mustafa and Esra talk. All through the session Mustafa is the dominant participant and shapes the interaction by his long monologues in his much more frequent turns compared to his female partner. (e.g. lines 3-5-6-7-8) Sometimes he acts as if he is working alone. Even his questions are self-directed and he praises himself a few times (e.g. lines 12-23) Esra seems very limited in contribution and acts as if her role is just to accept what her partner says.. There is little negotiation because of few contributions from the passive recipient. Therefore, there is low mutuality and equality between them.

**Excerpt 2**

1-2

3. Mustafa: there is errand here do you know the meaning?

4. Esra: hmmm.

5. Mustafa: err… what was that? What was that? Was it a kind of work? What should I say?

6. Mustafa: Let me stop thinking about it for a while. Let's look at line 22. Ah. Yes. Gratification

7. Mustafa: gratifike etmek, what's next? Any relation with grateful? What was grateful? Reward or something? Neydi ya?

(Meanwhile Esra is reading the lines in an audible manner, trying to follow the lines that her partner mentions)

8. Mustafa: there is self reliant in line 27 and it is having self confidence

9-10-11

12. Mustafa: and there is bypass. Mmmm.

13. Esra: is it the bypass we know?

14. Mustafa: Bypass? …. Does that mean to motivate?

15. Esra: hayır this is related to brain

16. Mustafa: I am not sure about it let's pass it

17. Mustafa: what is fight or flight? It is either fight or escape I think.

18. Esra: yes

19. Mustafa: and there is hijack…not catching, spying on something

20. Esra: isn't it about planes?

21. Mustafa: hijack is blocking. Yes… exactly…. Blocking…I am a genius

22. Esra: Ok you say it is blocking

23. Mustafa: I am a genius.

Excerpt 3 is an example of an expert/novice relationship. During the talk it seems as if Selin takes the control of the task; however, she does not do it in an authoritative

manner. She does not impose her views but tries to provide explanations. (e.g. lines 9-13, 16-18) Sometimes Muhammed asks for further explanations to feel sure that it is time to move to the next step. (e.g. lines 34-38) Selin, like a teacher, encourages Muhammed to participate and give his opinions. (e.g. 20-24) When all the pair talk is considered, there is moderate to low equality but moderate to high mutuality.

**Excerpt 3**

1-2-3-4-5-6-7-8

9. Selin: it is like 'middle point'

10. Muhammed: eh?

11. Selin: middle point because it says going and coming back from an errand…

12. Muhammed: … isn't it a place?

13. Selin: no… look…because they expect it to be middle level

14-15

16. Selin: self-reliant is next. I think it is self confident

17. Muhammed: people who deceive themselves

18. Selin: it can't be talking about deceiving because it has a positive meaning according to context

19

20. Selin: line 30 to become immobilized. Uh uh! There is a negative meaning here

21. Muhammed: yes, it's clear

22. Selin: What do you think?

23. Muhammed: useless, without any value, dışlanmış?

24. Selin: seems so

25-26-27-28-29-30-31-32-33

34. Muhammed: isn't hijack flying a plane without permission? What is the meaning here?

35. Selin: it is like taking the control of the brain here

36. Muhammed: hmmm… next?

37. Selin: self reliant …is a positive thing. Self regulation

38. Muhammed: knowing you, regulating self…

**Table 2:** Learner type and word count table

| **Learner type** | **Learner code** | **Word count** | **Total word count** |
|---|---|---|---|
| Collaborative | F1 | 172 | 912 |

| | | | |
|---|---|---|---|
| | F2 | 144 | |
| | F3 | 170 | |
| | D | 128 | |
| | N | 140 | |
| | I | 158 | |
| Dominant | M1 | 286 | 286 |
| Passive | E | 56 | 56 |
| Expert | S | 292 | 292 |
| Novice | M2 | 190 | 190 |

**Table 2** displays learner types individually. There are 6 learners under the category of collaborative pattern (F1, F2, F3, D, N and I). The remaining learners are defined as dominant (M1), Passive (E), Expert (S) and Novice (M2). Word count list for each group of pattern is given in another column. According to this column, the highest number of words was uttered by the expert (S, 292). The dominant (M1) uttered 286 words. Not surprisingly, the passive (E) uttered the least number of words (56). Since collaboration pattern was the dominant type of interaction among the participants, total word count is the highest compared to other types (6 learners, 912 words).

**Table 3:** Learner types, word counts, quiz results, word count ranking and grade ranking

| **Learner Type** | **Learner code** | **Word count** | **Quiz result** | **Word count ranking** | **Grade ranking** |
|---|---|---|---|---|---|
| Collaborative | F1 | 172 | 10 | S | F1 |
| Collaborative | F2 | 144 | 8 | M1 | M1 & F3 |
| Collaborative | F3 | 170 | 9 | M2 | F2&D&S |
| Collaborative | D | 128 | 8 | F1 | E&I&N |
| Collaborative | N | 140 | 7 | F3 | M2 |
| Collaborative | I | 158 | 7 | I | |
| Dominant | M1 | 286 | 9 | F2 | |
| Passive | E | 56 | 7 | N | |
| Expert | S | 292 | 8 | D | |

| | | | | | |
|---|---|---|---|---|---|
| Novice | M2 | 190 | 6 | E | |

**Table 3** shows learner types, word counts, quiz results and rankings of word counts and grades. Collaborative F1 obtained the highest grade (10) and novice M2 obtained the lowest grade (6) from the quiz. In terms of word count ranking, Expert (S) is followed by Dominant (M1); Novice (M2); Collaborative (F1), (F3), (I), (F2), (N), (D) and Passive (E). When grade ranking is considered, Collaborative (F1) occupies the 1st place and Novice (M2) occupies the last place in the list.

**Table 4:** The correlation between word counts and quiz results

| | | **Word count** | **Quiz result** |
|---|---|---|---|
| Word Count | Pearson Correlation | 1 | .314 |
| | Sig.(2-tailed) | | .377 |
| | N | 10 | 10 |
| Quiz result | Pearson Correlation | .314 | 1 |
| | Sig.(2-tailed) | .377 | |
| | N | 10 | 10 |

A correlation coefficient was calculated to see if there was a significant relationship between word counts and quiz results of the learners. When the data in the table above were analyzed, it can be seen that there is a positive relationship between the number of words and quiz results. However, the correlation is not significant as the significance of r can vary according to the number of samples (Büyüköztürk, 2005).

## VI. Discussion and Conclusion

In Vygotskian perspective, students can 'direct their attention to significant features, formulate a plan, or articulate the steps to be taken in solving a problem through the language used between peers' (Mitchell and Myles, 1998, p.145). The peer participants of this study used language to serve their purposes related to the given tasks. Taken together, the results of the study revealed that although teachers have a desire for their learners to have a fair share of say in pair work and work collaboratively on a task, there are differences in the level of each individual's engagement. In this study, 3 types of interaction were identified: Collaborative, dominant/passive and expert/novice. Collaborative pattern was found to be the dominant pattern among others. Random selection of pairs may have influenced the type of interaction. On the other hand, two pairs chose to study with their close friends. (F1 & F2) and (N & I) and their type of interaction was collaborative as well. Therefore, it can be said that friendship based pair work may have a positive effect on equality and mutuality level.

Learners may assert themselves while studying together with an unfamiliar peer as in the case of M1 & E. Since researcher was one of the lecturers of these learners in the previous term, she has some background knowledge about the learners in the study. To illustrate, M1 was one of the HIGs of the classroom. He produced high levels of input in any kind of classroom work. He seemed to be a self-confident learner and he never hesitated to take the floor, tested his hypotheses about the language when possible. His partner E was one of the LIGs who generated low input and participated minimally in any kind of interaction in the classroom when called upon only. These two learners displayed themselves as they are under normal classroom conditions. This may or may not be the case for the other learners. Since only one type of task was taken into consideration, the stability of the patterns of interaction may change over time depending on different task types. In Storch's (2002) study on learner-learner interaction, three types of tasks were included. There were few changes in the dynamic patterns of interaction. However, when the study is considered as a whole, those moves in patterns of interaction were not dramatic but merely slight differences.

Concerning data collection procedures, one of the major findings of the study was that the process of real time note taking that was done by five pairs of students required painstaking attention. Additionally, students had to be very clearly-instructed about every detail of note taking. Pair work interaction happens so quick that it becomes challenging for the note taker to include his individual notes of facial expressions and gestures which are also of great value in providing clues of individual moves but impossible to sort out from audio-recording. The impracticality of collecting audiovisual data for each pair was one of the limitations of the study.

The results of the word counts suggest that Expert S produced more language than other types (292 words). There is not a significant difference between Dominant M1 (286 words) and Expert S in terms of length of language production. However, when their talks are analyzed there is a considerable difference in the value of language produced. Dominant M1's talk is mostly self-directed like a monologue. He did not attempt to invite his partner's contribution. Therefore, their talk did not include 'a two way exchange of information and opportunity for the less competent speaker to provide feedback on his or her lack of comprehension' as it was stated in Long's model of the relationship between type of conversational tasks and language acquisition (as cited in Allwright and Bailey, p. 122). The other HIG Expert S; conversely, initiated more interaction although she took a leading role. The length of her talk was a display of her effort to provide partner with more assistance in order to give explanations and seek ways to involve her novice partner to fulfill the requirements of the task. So, it can be said that greater number of words uttered by the learners in pair work does not necessarily mean that more interaction took place.

When quiz results are taken into consideration, neither of two HIGs above obtained the highest score. Collaborative F1 was the most successful student in the quiz. Novice M2 obtained the lowest score. By only looking at word counts and quiz results, sound conclusions can not be reached. In this study, quiz scores were taken as performance indicators of the task. The results of the study are parallel to Slimani's work (1987) which

put more light on Seliger's findings and concluded that there was no satisfactorily strong evidence that interaction should be interpreted as causing progress (cited in Allwright and Bailey, p. 132).

In conclusion, longer portions of pair work interaction analysis taken from different types of tasks may reveal richer results. A longitudinal study is essential to obtain a greater awareness of the nature of pair interaction to provide learners with more opportunities that pair work offers.

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