Cambridge Assessment
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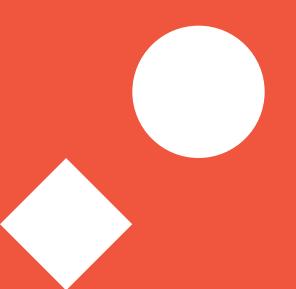
Research Notes

Enhancing learning-oriented feedback for Cambridge English: First paired interactions

Issue 75

Foreword

This issue consists of a report by Daniel Lam of the University of Bedfordshire, from the Cambridge English Funded Research Programme (CEFRP). Under this programme, Cambridge English supports the academic language testing community and promotes independent research on its tests and services.

In a previous CEFRP project, Fumiyo Nakatsuhara and her colleagues created a detailed checklist to help teachers give feedback to students on interactional competence, an aspect of speaking ability. Their report, including the checklist, was published in 2018 as issue 70 of *Research Notes*. The current issue follows on from this. Daniel Lam selected notable features of interactional competence from the checklist and created a resource bank of 33 worked examples, on 15 worksheets, to illustrate those features. Each worked example is based on a video of a *Cambridge English: First* (now known as B2 First) Speaking test and covers one or more of the interactional competence features that arise in the candidates' conversation. The worksheet shows a partial transcript extract, a set of questions to guide learners to notice the features and possible answers to the questions.
At the end each worksheet has a section called 'lesson learned', which is a discussion of the conversations and advice to the learner.

This project can be read and used on its own or in conjunction with the previous report. Like that report it provides a valuable addition to research and teaching materials on interactional competence. We hope the worked examples will be widely used for classroom teaching and self-study.

The worked examples are introduced and explained in section 6.2 of the report, and the full set is provided separately so that they can be used easily, at:

Enhancing learning-orientated feedback for Cambridge English: First paired interactions

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CONTENTS

Abstract

This project set out to develop a resource bank of worked examples for the paired collaborative task in the Cambridge English: First (now known as B2 First) Speaking exam, in order to communicate feedback on interactive communication (IC) to learners in more tangible ways. The interactive competence checklist developed in Nakatsuhara, May, Lam and Galaczi (2018) and the relevant examiners' comments were reviewed to identify IC features which might benefit from exemplification and the appropriate interaction segments to illustrate them. Through analysing the interaction segments with a conversation analytic approach, a resource bank of 33 worked examples on 15 worksheets was developed. Each worksheet consists of 1) transcripts and video links for the examples, 2) guiding questions to help learners notice relevant IC features, and 3) a 'lesson learned' narrative highlighting the key messages to take home from the examples.

Therefore, the project put into practice the principles of feeding forward and learner engagement in learning-oriented assessment (LOA). It developed materials which facilitate learners' understanding of the feedback by illustrating the IC features in context, and equip learners for self- and peer-assessment by engaging learners as analysts and examiners. The resource bank, developed using assessment information, can be used to supplement assessment feedback or as a classroom-learning or self-access resource, contributing to the systemic approach to LOA advocated by Cambridge Assessment English.

1. Introduction

This project aims to contribute to the Cambridge Assessment English (henceforth Cambridge English) systemic approach to *learning-oriented assessment* (LOA), fostering a complementary relationship between classroom learning and external assessment. It set out to develop a resource bank of 'worked examples' – extracts of paired interactions with guiding questions and suggested answers for analysis – for the paired collaborative task (Part 3) in the *Cambridge English: First* (now known as B2 First) Speaking exam. These examples serve to complement the checklist and feedback on *interactive communication* (IC) developed in the Cambridge English Funded Research Programme (CEFRP) Round 7 research project, *Learning Oriented Feedback in the Development and Assessment of Interactional Competence* (Nakatsuhara, May, Lam and Galaczi 2018), and to communicate to learners the positive/negative IC features in more tangible ways. The examples could also be used in classroom learning activities or developed into self-access materials to raise learners' awareness of the assessment/success criteria.

The project consisted of two phases. Phase 1 involved reviewing the checklist and accompanying descriptions and feedback for IC from the Round 7 project (Nakatsuhara et al 2018), to identify features in the nine categories of the full IC checklist that could benefit from illustrating with worked examples. Phase 2 involved detailed analysis of the paired interactions following a conversation analytic approach. This phase generated worked examples illustrating the positive/negative IC features in the relevant interactional contexts. The worked examples are presented in the form of worksheets, with each worksheet containing one to three examples illustrating one single or a set of two related IC features. The worksheet displays the transcript of the interaction (and a video link[1]), and provides guiding questions to scaffold students' noticing of the positive/negative IC features. Each worksheet ends with a description highlighting the 'lesson learned' from the example(s).

This report provides an account of the procedures for a) identifying IC features to exemplify and b) developing the worked examples, and discusses the potential uses of the resource bank and implications for the LOA approach advocated by Cambridge English.

2. Research background

2.1 Learning-oriented assessment (LOA)

The development of enhanced feedback for IC in the form of worked examples in this research is underpinned by two key principles of LOA. The first principle concerns feedback – specifically, how it should serve the purpose of 'feeding forward' (Carless, Joughin and Liu 2006), using assessment information to help learners progress in their learning and improve their performance. Jones and Saville (2016) propose that one way to bring external assessment and classroom learning into a more symbiotic relationship is through the formative use of summative assessment results. Thus, external exam results could be used 'as feedback to guide further learning' and 'not [just] as a final summative judgement' (Jones and Saville 2016:86).

The second principle is *learner engagement*, which emphasises learner agency and focuses on the development of learners' self-regulation and interdependence (Green 2017). This is cultivated through the sharing and awareness-raising of success criteria (Turner and Purpura 2016), and through implementing and encouraging self- and peer-assessment (Assessment Reform Group 2002, Green 2017). Raising learners' awareness of success criteria could be accomplished through feedback, and learners' skills for self- and peer-assessment could be developed through in-class learning activities and relevant self-access materials.

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1. Where videos of the paired interactions are available in the public domain.

In considering how to put these LOA principles into practice, a key question, then, is how to design and enhance feedback so as to facilitate its understanding and uptake by learners. Dunlop's (2017) study found that learners pay most attention to feedback that is personalised and shows how they could go forward and improve. Hattie and Timperley (2007) highlight that feedback needs to be presented at the right level of detail and in ways that are meaningful to support learners' future learning. The later sections of this report discuss some design features of the materials developed which are aimed at facilitating learners' understanding of the feedback and affording opportunities for learners' active engagement with success criteria.

2.2 Feedback for interactive communication and the relevance of worked examples

In the CEFRP Round 7 project (Nakatsuhara et al 2018), a checklist with accompanying descriptions and feedback for IC was developed, based on thematic analysis of examiners' comments on 12 pairs of candidates' performances in the *Cambridge English: First* collaborative task. These materials were designed to provide learning-oriented feedback to learners studying towards the *Cambridge English: First* Speaking exam and help them develop their *interactional competence* (Galaczi 2014), an area of L2 ability which had hitherto received little attention in the feedback literature (Dunlop 2017). However, in the course of developing the materials, the researcher identified several areas in which the IC features, or parts of the accompanying descriptions and feedback to learners, would be more accessible to learners if they were illustrated with examples of actual paired interactions. For instance:

- What does the interaction actually look like when two candidates are said to engage in parallel monologues rather than interacting?

- What counts as overlapping speech which shows support and helps the partner and what counts as an interruptive overlap?

- In what situations are generic probing questions such as 'What do you think?' or 'Do you have any [other] idea?' less helpful in inviting the partner to talk?

- In what interactional contexts is the use of certain formulaic expressions (e.g. 'I couldn't agree more') (in)appropriate? When would they sound artificial/rehearsed?

This idea of worked examples echoes the recommendation by the Assessment Reform Group (2002) that: 'Communicating assessment criteria involves discussing them with learners using terms they can understand, *providing examples of how the criteria can be met in practice* and engaging learners in self-assessment' (emphasis by author).

2.3 Teaching and learning interactional competence through conversation analysis

Conversation analysis (CA) has been a longstanding research methodology for examining talk-in-interaction. In recent years, some applied linguistics researchers have advocated the application of CA in the language classroom in order to develop students' interactional competence (Barraja-Rohan 2011). Students under the guidance of the teacher become practical analysts, and examine the turn-by-turn unfolding of an interaction. This follows CA's analytic tradition of sequential analysis, or next-turn proof procedure (Hutchby and Wooffitt 2008), whereby a turn's interactional import is examined in relation to the preceding and the following turns, as each turn displays the participant's understanding of the prior turn (or lack thereof).

Thus, in classes preparing students for the collaborative task in the *Cambridge English: First* Speaking exam, a useful learning activity might be analysing segments of paired interactions turn-by-turn, exploring positive or negative features related to IC score descriptors such as 'maintaining and developing the interaction'.

3. Research questions

Integrating the LOA principles of feeding forward and learner engagement, the overall aims of the resource bank materials developed in this project are to:

1) enhance the feedback given to learners through facilitating their understanding of positive/negative IC features within the relevant interactional contexts, and

2) develop learners' skills and agency in self- and peer-assessment of paired interactions through guided analysis of interactions.

The research questions (RQs) addressed in this project are:

RQ1: What features of interactive communication would benefit from worked examples of *Cambridge English: First* paired interactions to generate learning-oriented feedback to learners?

RQ2: How may a resource bank of worked examples of *Cambridge English: First* paired interactions enhance the learning-oriented feedback on interactive communication?

4. Research design

This research project consisted of the following two phases:

Phase 1 addressed RQ1 through a review of the IC checklist and accompanying descriptions and feedback (Nakatsuhara et al 2018):

a) to identify positive/negative features of IC which would benefit from illustrating with worked examples, and

b) to identify potential examples in the 12 paired interactions (from the CEFRP Round 7 project) to use through locating episodes in the transcripts where examiners have commented on the relevant positive/negative IC features in their stimulated recall verbal reports (database from the Round 7 project stored on NVivo 11).

Phase 2 addressed RQ2 by developing the resource bank of worked examples which illustrate the IC features (and parts of the accompanying description and feedback) identified in Phase 1:

- segments from the 12 paired interactions used to illustrate one or more IC feature identified in Phase 1 were transcribed and analysed following a conversation analytic approach

- each set of worked examples consists of:
  – *a transcript* of the interactional segment(s), and video link(s) where publicly available
  – *guiding questions* to scaffold students' noticing of the positive/negative feature(s)
  – *a 'lesson learned' narrative* illustrating the key points about the feature(s).

The following sections detail the procedure for each phase, and present and discuss the results.

5. Phase 1: Identifying IC features and potential examples

5.1 Procedure

Phase 1 of this research aimed at a) identifying IC features to illustrate and b) locating suitable examples through reviewing materials from the Round 7 project. This phase was completed following the procedure below:

1. **Reviewing the IC checklist:** The full IC checklist (Nakatsuhara et al 2018:62–66), including the positive and negative features in each of the nine categories, together with the accompanying description and feedback to learners in each category, was reviewed. Two selection criteria were used to identify features which would benefit from illustrating with examples:

   a) feature/description/feedback that is context-dependent (e.g. ideas adequately discussed, functional language *(in)appropriately* used)

   b) feature/description/feedback involving technical concepts and not easy to understand (e.g. *parallel monologues*).

2. **Reviewing examiners' comments:** For each IC feature identified, the examiners' comments coded under the micro theme related to that feature in the Round 7 project were retrieved from NVivo and reviewed.

3. **Refining list of features to illustrate:** The IC features (including parts of their descriptions/feedback) which could benefit from worked examples were tabulated, and the rationale for each feature to be included (or potentially excluded) was provided.

4. **Identifying examples:** To identify potential examples to illustrate the IC features, episodes in the transcripts where examiners had made comments on the relevant features were located.

Then, the different potential examples for illustrating the same IC feature were reviewed and compared, in order to see which one(s) might illustrate the feature to learners most clearly. Episodes where two or more examiners made comments on the same feature were prioritised (e.g. four out of six examiners commented on how one candidate in P11 asked a generic probing question which was unhelpful in that context to invite the partner to talk).

The procedure described above identified 22 sets of IC features for which worked examples were to be developed in Phase 2. Approximately 26–29 extracts of paired interactions were planned to be analysed and developed as worked examples. A decision was made where the resource bank would, as much as possible, include examples from paired interaction videos which are publicly available to illustrate the IC features. Six of the 12 paired interaction videos (P01–P06) in the Round 7 project were publicly available on the web (see Appendix 2). As such, the majority of the final examples were chosen from the six paired interactions with publicly available videos. The final selection included 33 extracts[2] from 10 paired interactions – 28 extracts from P01-P06 with video links, and five extracts from P07, P09, P10 and P11 with transcript only. Admittedly, the narrower range of paired interactions used to illustrate the various IC features is a limitation, but the hope was for a more effective audio-visual illustration of spoken interaction to the learners compared to using written representation (transcription) only.

In the course of developing the worked examples, it also became apparent that some extracts could be used to illustrate two or more IC features (within and across checklist categories), while some features within the same checklist category were best illustrated together and form one coherent narrative (e.g. starting the discussion without involving the partner, in a way that is difficult for the partner to contribute, and in a way that is not relevant to the task). Therefore, worked examples were grouped and developed into worksheets.

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2. This count includes extracts which were used more than once as they were relevant to more than one IC feature.

5.2 Results

Table 1 shows the number of worksheets and number of extracts associated with each IC feature category on the full IC checklist, and the paired interactions from which examples were drawn. The identifier P01, for example, indicates Pair 1 of 12 in the Round 7 project (Nakatsuhara et al 2018).

Table 1: Number of worksheets and extracts for each IC feature category

IC feature category	Number of worksheets	Number of extracts	Candidate pair
1.1. Start the discussion	1	3	P02, P03, P06
1.2. Contribute new ideas	1	2	P01, P09
2. Respond to partner	1	2	P04, P10
3.1. Maintain the interaction	2	5	P01, P05, P11
3.2. Develop the interaction	3	6	P01, P03, P04, P05, P06
4. Negotiate towards a common decision	2	4	P04, P05, P06
5. Need or provide support	1	3	P04, P05
6. Interactive listening	2	4	P01, P04, P05, P09
7. Using body language	1	2	P04, P06
8. Using functional language	1	2	P06, P07
Total	**15**	**33**	**10**

An effort was made to also align the worked examples with the concise version of IC checklist (Nakatsuhara et al 2018:67–68) and explicitly cross-reference the examples to the specific features, in view of the potential more widespread use of the concise checklist than that of the full checklist. Table 2 below provides the mapping of the worked examples to the concise IC checklist, along with brief rationale for including the examples[3].

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3. In two cases, worked examples were not included due to examples of useful language already provided in the feedback section of the concise checklist.

Table 2: Mapping of worked examples to the concise IC checklist

Checklist category	Feature	Worked example(s)	Rationale
1. Initiate new ideas	a) ***New ideas***: Take initiative to contribute relevant new ideas	104	The example illustrates how an idea is not introduced in a way that is relevant to the task question.
	Feedback: how relevant to the task is the idea		
	b) ***Right time for new ideas***: Contribute new ideas after the current idea has been adequately discussed	101, 102	Learners are likely to wonder what is meant by (not) 'adequately discussed'. Best to see examples of this.
	Feedback: when to introduce a new idea		
	c) ***Language***: Use a range of appropriate language to initiate new ideas and/or shift from one idea to another	--	Useful phrases are included in the feedback section of the checklist already.
	Additional features (full IC checklist) ● Negotiate who/how to start ● Start the discussion with a monologue without involving the partner or in a way difficult for the partner to contribute	103, 104, 105	These examples illustrate features in the full IC checklist re: how to start the discussion. It would be useful for students to see the partner's response – the interactional consequences of those features, not just being told (not) to do something in the paired task.
2. Keep the discussion	d) ***Develop (own idea)***: Extend your own ideas sufficiently	201, 202, 203	Learners may have been told to do these in teachers' feedback but may not know how to.
	Feedback: explaining, justifying; don't just describe an idea or state your choice and stop there		
	e) ***Develop (partner's idea)***: Extend the partner's ideas by linking their own contribution to the partner's and giving more than just a token response	204, 205, 203, 223 (212)	Some useful phrases for linking own contribution to the partner's are given in the checklist's feedback section, but learners may not necessarily understand how exactly to do it (cf. Lam 2018). Only giving brief responses to the partner: not particularly difficult to understand, but it is such a common problem among learners/candidates that it seems worth highlighting and illustrating with example(s).
	Feedback: link your own ideas to what your partner has said; try not to only give brief responses		
	f) ***Invite***: Actively invite your partner if needed (e.g. asking questions, helping complete a sentence where necessary, prompting partner to say more)	206, 207, 208, 209, 210	Appropriate level of support: learners may need to see why generic probing questions are problematic in some contexts, and how to ask questions that are more helpful to invite the partner in. The examples illustrate different ways in which help can be offered. Supportive vs. interruptive overlaps – this seems a delicate balance for the learner, and views also vary among examiners, hence the need to see and discuss examples, noticing in particular the effect on the partner in the next turn.
	Feedback: Invite – ask questions with appropriate level of support		
	Feedback: Invite – help your partner when s/he needs it		
	g) ***Listen***: Show listener engagement through back-channelling and short responses (e.g. 'exactly', 'right', 'OK')	211, 212, 213, 214	The examples illustrate various forms of interactive listening. They also show that back-channelling and body language may sometimes be insufficient to evidence understanding and interest if learners focus on their own ideas in their next speaking turns, while developing the partner's ideas is a stronger form of demonstrating understanding (cf. Lam 2018).
	Feedback: Show that you are listening – mini responses, body language, develop partner's ideas		

Table 2: Mapping of worked examples to the concise IC checklist – *continued*

Checklist category	Feature	Worked example(s)	Rationale
	h) ***Be collaborative***: Keep a natural and collaborative flow to the interaction (e.g. no long pauses within/ between turns, no dominating interruptions)	216, 217, 218 209, 210, 213, 214, 215	Some of the examples illustrate what it means to be giving long speeches or engaging in 'extended monologues' and not sharing the conversation, which may not be immediately clear to learners.
	Feedback: share the conversation; try not to give long speeches		
	Feedback: give your partner enough time to say what they want to say, and don't cut off their talk		Other examples illustrate the manners of a supportive listener, and contrast them with interrupting the partner and not giving them enough time to express themselves.
	i) ***Language***: Use a range of appropriate language (e.g. agreeing, disagreeing, explaining, elaborating, justifying, providing examples)	219, 220	Examiners commented on candidates' inappropriate use of learned, formulaic expressions. The 'when' and 'how' their use is appropriate can only be evaluated and illustrated in context.
	Additional example: Only describe rather than analyse or evaluate in relation to task	221, 222	This relates to 1(a) and 3(k).
	Additional example: Engage in 'parallel monologues'	223	This is a phenomenon different from a candidate engaging in an extended monologic turn and not sharing the conversation. It happens when both candidates focus on their own ideas and do not develop each other's ideas.
3. Negotiate towards common decision	j) ***Joint decision***: Proactively work towards making a joint decision (e.g. inviting the partner to make a choice, showing a willingness to compromise)	--	Examples of appropriate language for inviting the partner to make a choice are already provided in the feedback section of the checklist.
	k) ***Language***: Use a range of appropriate language (e.g. summarising, evaluating, comparing, prioritising points raised in the discussion)	301, 302, 303	The examples illustrate ways in which learners can compare and prioritise ideas to work towards a common decision, and contrast them with examples in which these are not done and how part 2 of the task consequently remain unaddressed.
	Feedback: simply describe vs. evaluate, compare, narrow down		
	Feedback: start making a decision too early, when many ideas/pictures have not been discussed	304	Learners may ask when it is an appropriate time and when it is 'too early' (similar to 1(b)).
4. Use body language appropriately	l) ***Body language***: Use appropriate body language (e.g. nodding, smiling) to show interest in your partner's contributions and/or signal change of speakers	401	The examples illustrate how body language and eye contact should be used to complement spoken language, and when they are considered overused or inappropriate.
	Feedback: show you are interested in what your partner is saying through your body language; don't just look at the examiner or at the pictures		
	m) ***Eye contact***: Keep eye contact with partner	401, 402	

5.3 Discussion

This section discusses the answer to RQ1 in relation to the results of Phase 1.

RQ1: What features of interactive communication would benefit from worked examples of *Cambridge English: First* paired interactions to generate learning-oriented feedback to learners?

Phase 1 of this project has identified 22 sets of features from the IC checklist developed in the Round 7 project (Nakatsuhara et al 2018). The main characteristics/reasons which make it worthwhile to illustrate these features through worked examples include:

a) **Technical terms or concepts** in the checklist feature, description, or feedback that are not easy to understand: e.g. 'engage in parallel monologues', 'linking their own contribution to the partner's', 'supportive vs. interruptive' when finishing their sentences.

b) **Context-dependence:** e.g. ideas 'inadequately discussed', 'use the right phrase at the right time', 'use of inappropriate formulaic expressions'.

c) Some features show relatively transparent **interactional consequences**: it would seem useful to engage learners as analysts and see for themselves the interactional consequence of particular features – What happens in the next turn? How does the partner react? Thus, learners are encouraged to use or avoid certain features not just because examiners or teachers told them to do so.

6. Phase 2: Developing the worked examples

6.1 Procedure

Phase 2 of this project involved transcribing and analysing the selected episodes of paired interactions following a CA approach (Hutchby and Wooffitt 2008). The key points from the analysis in relation to the IC feature in focus were developed into guiding questions and the 'lesson learned' narrative. The procedure for this phase is detailed as follows:

1. **Transcription:** For each selected episode of paired interaction, the video clip and the transcript were reviewed. Features of the candidates' discourse (e.g. hesitations, cut-offs, long pauses) potentially relevant to the analysis were noted on the transcript (see Appendix 3 for transcription conventions for CA analysis).

2. **Sequential analysis:** A sequential, turn-by-turn analysis of the interaction episode and the IC feature was performed. Through repeated viewing of the video along with the transcript, the interaction episode was examined through taking note of what conversational actions are undertaken and how they are accomplished; or, alternatively, noting particular features of talk or turn design and what actions they accomplish (Schegloff 1996). The action accomplished by a particular turn was examined in relation to the next turn, which provides evidence of how the co-participant understands the previous turn. For example, to the question 'You doing anything this evening?', a next-turn response 'Nah, you wanna go out for a drink?' displays the participant's orientation to the previous turn not simply as an information-seeking question but a pre-invitation. This is known as the *next-turn proof procedure* (Hutchby and Wooffitt 2008) in CA. The sequential analysis was supplemented with an examiner's comment where relevant.

3. **Developing guiding questions:** Based on the analysis, a set of guiding questions were designed to scaffold the learner's noticing of the IC feature. Additional prompt questions (where useful) and suggested answers (teacher's notes) were also provided. The question 'What evidence do we have for this?' draws learners' attention to the

partner's next-turn response, which shows the interactional consequence of the IC feature being illustrated (cf. the next-turn proof procedure in CA).

4. **Developing the 'lesson learned' narrative:** A 'lesson learned' narrative was produced for each worksheet, worded in a way that is learner-friendly, connecting the example(s) to the IC feature(s) they illustrate and highlighting the key points to note.

6.2 Results

Following the procedure outlined above, 15 worksheets containing 33 worked examples were developed (see Table 1). Each worksheet consists of:

1. Transcript extract(s) of the example(s) (with a video link and start time, where available)

2. Guiding questions

3. A 'lesson learned' description

The resource bank with the full set of worked examples can be found in Appendix 1[4]. This section presents the worksheet 'Examples 206–207' as an example to illustrate the features of the worksheets.

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Worked Examples 206–207 [Part 1]

IC feature(s) in focus	
Concise checklist	2. Keep the discussion going over several turns f) Invite Feedback: Invite – ask questions with appropriate level of support
Full checklist	3.1 Maintain the interaction • generic probing questions may be difficult for a weaker partner to respond

Example 206: P01

https://www.youtube.com/watch?v=-tqeI9t4x9E (06:44)

Task: A town wants more tourists to visit. Discuss why the different ideas given will attract more tourists to the town.

```
1. F:   ...... I think holiday flats will attract more tourists because
2.      there're- it's just more space? ((briefly looks at M))
3.      uh for the tourists to live in while they're on holiday?
4.      And, what  do you think about that?
5. M:   Uhhh well uh I agree with you, but, maybe, providing parks
6.      is much better?
7. F:   Mm- why do you think that, actually?
8. M:   Mm because I think to spend time in parks are good, with the
9.      family.
```

Guiding questions

- At lines 1–4, F expresses her view that providing holiday flats will attract tourists to the town, and then asks M what she thinks about this idea. How did M respond at lines 5–6?
  - ○ *(Further prompts: Has M commented on F's idea? What does M do instead?)*

- At lines 5–6, M introduces a new idea: 'providing parks is much better'. Is there anything you notice that M has not done?
  - ○ *(Providing reasons/explaining why)*

- What evidence do we have for this?
  - ○ *(In the next turn, F asks M 'why do you think that, actually?')*

- In asking this question (line 7), in what way(s) do you think F has helped M?
  - ○ *(F has helped M take another turn to talk, and develop the idea of providing parks a bit further)*

- Has F successfully helped M? What evidence do we have for this?
  - ○ *(Yes. M provides a reason in the next turn, lines 8–9)*

#InviteByAskingQuestions
#GetPartnerToSayMore
#HelpYourPartner

****

The worksheet starts with a box which links the example(s) to the relevant feature(s) (and feedback) in both the concise and full versions of the IC checklist. It then presents the example: video link and start time where available, the discussion task, and the transcript extract. The transcript has been simplified to facilitate learners' understanding of the content/gist of the interaction segment. Speech features such as hesitations and repeated words in false starts, unless relevant to the current analysis, are removed. Pauses are represented in words rather than in symbols. See Appendix 4 for transcription conventions used for the simplified transcripts.

In each worked example, the italicised words in parentheses are teacher's notes or suggested answers. These notes/suggested answers were written in non-technical CA language as far as possible to facilitate understanding by both teachers and students, taking into consideration that the worked examples may be developed into self-access resource material for learners. The full CA analyses that formed the basis of Worked Examples 206–207 are provided in Appendix 5.

Adapting the worksheet: The student version of the worksheet can be easily created by removing the teacher's notes and suggested answers to the guiding questions. Should the teacher opt for an inductive approach – getting students to notice the features through the guiding questions – the IC feature box at the top of the worksheet can be removed as well.

Worked Examples 206–207 [Part 2]

Example 207: P11[5]

Task: A friend is given some money to spend before going on holiday. Discuss 1) the different ways to spend the money and 2) decide which way is the best.

```
 1. L: ...... So: I think go to the book shop is the best way.
 2.     ((pause))((L pushes the exam booklet slightly towards Y,
 3.     while Y glances at the examiner))
 4. Y: Uh, me too ((smiles))
 5.     ((points to a picture, looks at L, and then points
 6.     to himself))
 7. L: ((pause))((L jerks back, smiles while looking down, appears
 8.     slightly frustrated))
 9. Y: I think uh go to the book shop is the most important. You
10.     can study many things in the book. And uh the other
11.     things you need to pay for a lot of money. So I think uh
12.     uhm go to a book shop is uh best one. ((looks at L))
13.     ((pause))
14. L: Do you have any idea? ((glances at the exam booklet))
15.     ((pause))
16. Y: ((smiles)) hmm no.
17.     ((pause))
18. L: Okay. Mm if- if he wants to go to another place
19.     toooo for her- for his holiday, maybe he need to buy ......
```

Guiding questions

● Before line 1, L has taken quite a long turn, talking about the ideas of going to a bookshop and going to a clothes store. He has given reasons for each and discussed the pros and cons.

● Who seems to be having difficulty contributing new ideas to the discussion, L or Y?
  o *(Y)*

● Where do you see the partner trying to get him to contribute new idea(s)? And in what ways? (Hint: there are two places, and the partner has tried two ways)
  o *(Lines 2–3 and line 14; first time through the non-verbal means of pushing the exam booklet towards Y, and second time through a more explicit means of asking a question)*

● Is the partner successful in getting him to contribute new ideas? Where do you find evidence for this?
  o *(No – at lines 15–16, Y produces a delayed, hesitant answer 'no' and does not initiate a new idea. L recognises this at line 18 with 'Okay' and moves on to initiate a new idea himself)*

● What do you think is the reason why it has/hasn't been successful?
  o *(The question is too general, not easy for a weaker partner to respond to)*

● What would you do differently? What questions would you ask?

5. Teachers are encouraged to adapt the transcripts as appropriate for their classroom use, e.g. using a different font for non-verbal actions if they are relevant to the analysis of the current interaction.

Lesson learned

One of the ways to invite a quieter partner into the conversation is to ask him/her questions. Be careful! This does not simply mean asking him/her however many questions, whatever questions, and whenever you want.

In Example 206, F builds on what M has said (the idea of providing parks) and asks a follow-up question. She invites M to talk about something more specific, and something she has an opinion about (why providing parks is a good idea). This contrasts with L's question to Y 'Do you have any [other] idea?' in example 207, which is much more general, and more difficult to say something about. We can see evidence of this in Y's response – he paused, hesitated, and finally answered 'no', smiling a bit embarrassingly. So, it needs to be the right kind of question asked at the right time for the question to be helpful for your partner, offering the appropriate level of support that they need.

****

A few design features of the worked examples that facilitate their use as an LOA tool are worth highlighting:

1. Discovering IC features through guiding questions: The worked examples are designed in ways that can facilitate an inductive approach to learning the IC features. Thus, rather than having the relevant IC feature(s) as the heading of the worksheet and questions about how the examples demonstrate the feature(s), the guiding questions serve to 'scaffold' students' own discovery of the IC features (e.g. the sequence of questions in Worked Example 206: How did M respond? Is there anything M has not done? In what ways has F helped M? Has F successfully helped M?). Some of the worksheets also contain extra examples (e.g. Worked Examples 208–210; 216–218) for students to analyse more independently.

2. Engaging students as practical analysts: The question 'What evidence do we have for this?' is frequently featured in the worksheets, with a view to encouraging students' noticing of the previous or following turns, mirroring the next-turn proof procedure within CA. The next turn displays a participant's understanding of the previous turn's action or information content (recall the example of how an answer displays the participant's understanding of the previous turn either as an information-seeking question or a pre-invitation). It also shows the interactional consequence of the previous turn's action. For instance, in Worked Example 206, the questions 'Has F successfully helped M? What evidence do we have for this?' draw learners' attention to the fact that M provides a reason for her choice in the next turn. This shows how F's question has provided an appropriate level of support to help M develop her idea. In Worked Example 207, a similar question guides the learners to notice the interactional consequence of the generic probing question – 'Do you have any [other] idea?' – the weaker partner producing a hesitant, delayed answer ('no') shows how the question has not been successful in inviting and helping the partner to contribute new ideas.

3. Encouraging self- and peer-assessment: The inductive approach that engages learners to identify IC features and the analytic procedure to get them to notice the consequences of interactional actions themselves are parts of an effort to raise learners' awareness of success criteria. Another feature of the worked examples which, by design, encourages and equips learners to conduct self- and peer-assessment is engaging learners in an examiner role –

with the question 'If you were the examiner, how would you evaluate his/her performance?' (e.g. Worked Examples 204–205; 216–218). This provides learners with practice opportunities of evaluating performances and justifying the evaluation with relevant IC features and observations.

4. Cross-referencing and highlighting features through hashtags: Inspired by the observation that some example extracts illustrate more than one feature (in the same or different checklist categories), the researcher incorporated the *hashtag* feature from social media in the worked examples. These hashtags (e.g. #InviteByAskingQuestions, #AskTheRightQuestions) appear at the end of each worked example, and serve two main functions: (1) They enable cross-referencing between examples and IC features. If the worksheets and/or individual worked examples are developed into an electronic or online database, a hashtag would enable users (teachers/learners) to find more examples of a feature, including those appearing in worksheets that illustrate other features (e.g. locating an example of #ParallelMonologue, Worked Example 204, within the worksheet for 'developing partner's ideas'). Within an individual worked example (e.g. Worked Example 401), it shows how some IC features are inter-related (e.g. #BodyLanguage, #ShowYouAreListening). (2) The hashtags, with their use in social media for making short evaluative comments on posts, are also used to highlight some points or lessons to take away from each example (e.g. #DontJustDescribe, #TooEarly). Alternatively, the hashtags provided by the researcher could be hidden, and students in classes or independent learners (e.g. non-native speaker teachers) can be invited to produce their own hashtags as short comments on the interaction. This type of activity could relate to the real-life technology literacy practices of some learners, and could be motivating for them.

6.3 Discussion

RQ2: How may a resource bank of worked examples of *Cambridge English: First* paired interactions enhance the learning-oriented feedback on interactive communication?

This project has been driven by, and aimed to put into practice, principles of LOA in the design of materials for enhancing feedback on *Cambridge English: First* paired interactions and for use in learning activities related to the development of interactional competence (IC). The first LOA principle concerns feedback – how assessment information could be used to guide (or 'feed forward') further learning and help learners improve their performance (Carless et al 2006, Jones and Saville 2016). The second LOA principle is learner engagement – with emphases on raising learners' awareness of success criteria and equipping learners for self- and peer-assessment as well as goal setting.

Feedback

To put the principle of feeding-forward into practice within the context of developing *Cambridge English: First* learners' IC, a central issue is how feedback or associated learning materials can be designed to enhance learners' uptake (Dunlop 2017) of the feedback for IC. In this project, the approach taken was to provide examples from actual paired interactions to illustrate the IC features and their appropriateness or functionality in context, in line with the Assessment Reform Group's (2002) recommendation of 'providing examples of how the [assessment] criteria can be met in practice'.

This project started with several questions that the researcher, in the process of developing the IC checklist and feedback in the Round 7 project, anticipated learners (and potentially teachers) might have when using the IC checklist and feedback. We revisit these questions here in light of the worked examples developed:

- What does the interaction actually look like when two candidates are said to engage in parallel monologues rather than interacting?

The resource bank provides concrete examples (223 as main example, see also 204, 211) of 'parallel monologues' (as the examiners in the Round 7 project commented), where the candidates focus on delivering their own ideas but do not develop each other's ideas, and, as such, they seem to 'jump' from one idea/topic to another.

- What counts as overlapping speech which shows support and helps the partner and what counts as an interruptive overlap?

The distinction has been found to be highly context-dependent, and opinion varies among examiners on the same paired interaction or even the same instance of overlapping talk. The resource bank has included examples which demonstrate a 'spectrum' of supportive and interruptive overlaps. These range from candidates supplying words/phrases or helping to finish an utterance when the partner seems to be struggling (208), coming in too early to finish the partner's utterance (209), to the dominating behaviour of taking over the floor to talk about their own ideas/opinions (216–217). The distinction between supportive or interruptive overlap can be evidenced by 1) the position of the overlapping talk vis-à-vis the partner's utterance (e.g. the last word/phrase of a clause), 2) the partner's uptake of the words/phrases supplied, and 3) whether one takes over speakership to deliver one's own ideas on resolution of the overlap.

It is unlikely that learners need knowledge of the technical CA details. However, the worked examples have 'distilled' the factors described above to highlight for learners the importance of the balance between providing help and giving the partner enough time/space to express themselves, and how taking over the floor after finishing the partner's utterances (especially if done frequently) could be considered interruptive and dominating.

- In what situations are generic probing questions such as 'What do you think?' or 'Do you have any [other] idea?' less helpful in inviting the partner to talk?

The pair of examples (206–207) illustrate how the question 'Do you have any [other] idea?', asked in the context of the partner displaying non-readiness to contribute new ideas, is less helpful; whereas the question 'Why do you think that?', posed as a follow-up question in the sequential context of the partner having stated her choice and stopped there, is more specific and helpful for inviting the partner to further develop their talk.

- In what interactional contexts is the use of certain formulaic expressions (e.g. 'I couldn't agree more') (in)appropriate? When would they sound artificial/rehearsed?

Formulaic expressions are common 'learned devices' taught to and used by learners at lower proficiency levels, which could be helpful for improving speech and response fluency. However, it is also not uncommon that learners use particular formulaic expressions in an artificial manner, not having grasped the nuances in the interactional import and contextual appropriateness of the expressions.

For instance, 'I couldn't agree more' typically expresses strong agreement. Example 219 shows that, when used in the context of expressing weak or partial agreement, with forthcoming talk that challenges the partner's idea, the expression becomes inappropriate. Worked examples 219–220 highlight how examiners (and perhaps listeners in general) also consider intonation and body language (e.g. gaze direction) which accompany the expression in evaluating whether it is natural or artificial/rehearsed.

Learner engagement

The resource bank materials also incorporated various design features that reflect the LOA principle of learner engagement. Raising learners' awareness of success criteria is accomplished through an inductive discovery activity for each worked example. While teachers can certainly exercise flexibility and autonomy to approach the worked example differently depending on their learners' needs, the worksheets are designed with the IC feature headings removed, such that the learners can discover the relevant IC feature(s) themselves step-by-step through the guiding

questions (and teacher's scaffolding). As noted in Section 6.2, the discovery activities on the worksheets also aim to develop skills for self- and peer-assessment through engaging learners in the roles of analysts – noticing the interactional consequences of the IC features, and examiners – evaluating performances and justifying their evaluation. Finally, the suggested additional hashtag feature allows learners to read or make short comments that highlight the IC features relevant to the example, drawing on a potentially familiar technology literacy practice as a motivating strategy.

7. Implications and future research

It is hoped that the resource bank of worked examples developed in this project can bring added value to the learning-oriented feedback (Nakatsuhara et al 2018) provided to learners preparing for the *Cambridge English: First* Speaking exam, or can be used as a standalone resource in developing learners' IC in peer discussion tasks. Two main suggestions for possible uses in learning and assessment within and outside of the classroom can be made:

(a) Teachers can use the resource bank for providing feedback to students' in practice assessment tasks (together with the IC checklist from Nakatsuhara et al 2018) and/or in classroom learning activities, engaging students as analysts (or examiners) of the paired interactions.

(b) Develop the resource bank into a self-access online resource: learners can then work through the materials as part of test preparation or autonomous learning, in their own time and at their own pace.

The resource bank therefore puts into practice the principles of LOA in two ways:

1. The materials help raise learners' awareness of the assessment/success criteria related to IC, highlighting the 'DO's and 'DON'T's within the interactional contexts where they are (in)appropriate. In this way, learners may understand the feedback in more tangible ways and, importantly, not adopt the suggestions out of context.

2. By engaging learners in guided CA of paired interactions, the activity develops learners' ability to evaluate performance in paired interactions and thus the capacity for self- and peer-assessment.

The beginning of this report referred to Jones and Saville's (2016) vision of bringing assessment and learning into a more symbiotic relationship. In the spirit of this vision, a final remark could be made about how the development of feedback/learning materials in this project could 'feed back to' or inform further development of the assessment – by way of suggesting further research investigating features of *interactive listening* that distinguish speaking proficiency levels and developing relevant rating scale descriptors. In Nakatsuhara et al (2018), interactive listening was found to be an important non-criterion feature that receives considerable attention and comments by examiners. Through CA analysis of paired interactions and reviewing examiners' comments on those interactions, this project has identified at least three types of ways (see Worked Examples 211–212) in which candidates show listener support and demonstrate comprehension to their discussion partners:

1. Using eye contact, body language, and backchannelling.

2. Supplying words/phrases or collaboratively completing a partner's utterance.

3. Developing the partner's ideas in the next turn.

These features have been found relevant to interactive listening in recent speaking assessment research (Galaczi 2014, Lam 2018, Ross 2018). We could therefore envision future research to investigate whether and how these ways of displaying listener support and demonstrating understanding of interlocutors' talk differentiate different levels of speaking proficiency and/or interactional competence. This could help develop or further enrich the IC-related rating scale descriptors for speaking tests involving paired/group interaction tasks, and may in turn draw learners' and teachers' attention to the importance of interactive listening as a part of IC.

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Appendices

Appendix 1: Resource bank of worked examples for Cambridge English: First paired interactions

See separate files at this link:
https://www.cambridgeenglish.org/Images/555678-research-notes-75-appendix-1.zip

Appendix 2: Links to publicly available paired interaction videos

P01 – https://www.youtube.com/watch?v=-tqeI9t4x9E

P02 – https://www.youtube.com/watch?v=Gge4Hn6HduY

P03 – https://www.youtube.com/watch?v=tBzi8Xs6rCI

P04 – https://www.youtube.com/watch?v=jPepPA6KJ0Q

P05 – https://www.youtube.com/watch?v=CvWuwnHc12s

P06 – https://www.youtube.com/watch?v=gDMAnYt7BKA

Note: Videos P02–P06 were available on YouTube as of 12 June 2019. However, they are not on the Cambridge English YouTube channel, and no guarantee can be given that they will remain publicly available.

Appendix 3: Transcription conventions for CA analysis

,	Continuing intonation
?	Rising, question intonation
.	Falling, stopping intonation
-	A cut-off of the preceding sound
wor::d	Lengthening of the preceding sound
[word	Onset of overlapping speech
= =	Latching of successive talk, of one or more speakers, with no interval
(0.4)	Timed pause (in seconds)
(.)	An untimed short pause. Number of dots indicates relative length of the pause.
(word)	Transcriber's best guess of the word(s) uttered
((comment))	Transcriber's comments e.g. description of context or non-verbal actions
Underline	Indicates emphasis of individual syllables or words
WORD °word°	Parts of talk louder/quieter than the surrounding talk
hhh .hhh	Out-breaths and in-breaths, length proportional to number of 'h's
>word< <word>	Parts of talk faster/slower than the surrounding talk
wo(h)rd	Laughter within speech
\\word \\((action))	Beginning of non-verbal action simultaneous with speech
......	The rest of the turn omitted

Appendix 4: Transcription conventions for simplified transcripts

, ? .	Grammatical punctuation marks
-	A cut-off of the preceding sound
wooooord	Lengthening of a sound
[word	Beginning of overlapping speech between two speakers
XXX	Syllables not deciphered (understood) by the transcriber
((pause)) or ...	Brief pause /silence
((comment))	Description of body language or context
\\word \\((action))	Beginning of non-verbal action taking place at the same time as the speech
......	Parts of talk omitted

Appendix 5: Sample full CA analyses of paired interactions

IC feature(s) in focus	
Concise checklist	2. Keep the discussion going over several turns f) Invite Feedback: Invite – ask questions with appropriate level of support
Full checklist	3.1 Maintain the interaction • generic probing questions may be difficult for a weaker partner to respond

Example 206: P01

Task: A town wants more tourists to visit. Discuss why the different ideas given will attract more tourists to the town.

```
1. F:  ...... I think holiday flats will attract more tourists
2.     because there're- it's just <more space>? (.) ((briefly looks
3.     at M)) uh for the tourists to live in while they're on
4.     holiday? And, what do you think about that?
5. M:  Uh:: well uh I agree with you, but, maybe, providing parks
6.     is much (.) better?
7. F:  Mm- why do you think that, actually?
8. M:  Mm >because I think< to spend time in parks are good, with the
9.     Family.
```

Analysis

After starting with an overall comment that all the ideas on the task prompt are 'quite good', at line 1, F initiates the idea that 'holiday flats will attract more tourists'. She justifies her view by providing the reason that there will be more space. Note that F slows down at 'more space' (line 2) and looks briefly at M, signaling her readiness to hand the floor over to M. After a short pause in which there is no signal from M taking up speakership, F continues and extends her talk by elaborating on her reason – in the form of an increment (line 3). Afterwards, she bids for speaker change again by asking a question ('what do you think about that?').

The beginning of M's response (line 5) shows some hesitation ('uh:: well uh'). She uses the formulaic response 'I agree with you', which was followed by the disjunctive discourse marker 'but', and then a new idea in the form of a counter-proposal, as reflected in the linguistic format 'maybe … is much better?'. Unlike F at lines 1–3, M does not provide a reason for her view.

At line 7, F does not respond by displaying her agreement or disagreement with M's alternative idea of 'providing parks'. Instead, she asked M 'why do you think that, actually?'. By prompting her to explain her choice, F provides support for M to develop the idea she (M) has just initiated, as one of the examiners commented, 'giving her a chance to develop the topic further'. Notably, the question also steers the discussion in the direction of the task's requirement: '*why* these ideas will attract tourists to the town'. At lines 8–9, M indeed takes this opportunity of answering F's question to develop her idea of providing parks by giving the reason 'to spend time in parks are good, with the family'. Thus, we see that F maintains the interaction by inviting her partner to talk, and more specifically, asking a question which provides an appropriate level of support to her partner.

Example 207: P11

Task: A friend is given some money to spend before going on holiday. Discuss 1) the different ways to spend the money and 2) decide which way is the best.

```
 1. L: ...... So: I think go to the book shop is the best way.
 2.    (...)((L pushes the exam booklet slightly towards Y, while
 3.    Y glances at the examiner))
 4. Y: Uh (.) \\ me too ((smiles))
 5.    \\((points to a picture, looks at L, and then
 6.    points to himself))
 7. L: (..)((L jerks back, smiles while looking down, appears
 8.    slightly frustrated))
 9. Y: I think uh go to the: book shop is the most important. You
10.    can study (.) many things in the: book. And uh the other
11.    things you need to pay for a lot of money. So I think uh
12.    (.) uhm go to a book shop is uh best one. ((looks at L))
13.    (...)
14. L: Do you have any idea? ((glances at the exam booklet))
15.    (..)
16. Y: (h)hmm no.(h)
17.    (.)
18. L: Okay. (..) Mm- (.) if- if he wants to go to another place
19.    to:: for her: for: his holiday, maybe he need to  buy ......
```

Analysis

Prior to this extract, L has taken quite an extended turn (of which line 1 is a part) talking about the ideas of going to a book shop and going to a clothes store. He has given reasons for each, as well as evaluated the pros and cons. Towards the end of his turn (line 1), he concludes that going to a book shop (spending money on books) is the best. On finishing his talk, L pushes the exam booklet towards Y (lines 2–3), signaling that it is Y's turn to talk about his ideas and opinions.

Y glances at the examiner (line 3), smiles, and says 'me too' (line 4). From the non-verbal actions that accompany this (lines 5–6), it can be seen that Y holds the same opinion that spending money on books is the best way, perhaps even before listening to L's talk in the previous turn. This was followed by another silence (line 7), suggesting that Y has not much more (if anything) to add. At this point, L responds non-verbally – jerking backwards, smiling while looking down, and appearing slightly frustrated.

Y then takes up speakership again (line 9), now proffering his opinion 'going to the book shop is the most important' explicitly. He then elaborates on this by providing two reasons (lines 10–11) about the benefit of reading and the cost of the other options. He then restates that going to the book shop is the best option (lines 11–12), ending his turn by looking at L again.

Following another silence (line 13), L issues the question 'Do you have any idea?' to Y (line 14), while referring Y to the exam booklet. Y's answer (line 15) to this question is negative, and more notably, delayed and hesitant, uttered in what seems to be embarrassing laughter, displaying features of a 'dispreferred' response (e.g. declining a request, rejecting an offer). Finally, L acknowledges Y's answer with 'okay' (line 18), and initiates a new idea himself (lines 18–19).

Tracking the development of this interaction, we can see evidence of L anticipating Y to initiate new ideas of his own – 1) pushing the exam booklet towards Y (line 2), 2) displaying slight frustration (lines 7–8) when Y gave only a brief agreeing response following his extended turn, and 3) when Y produces a turn commenting on the idea he (L) has initiated, asking the question 'Do you have any idea?' while directing Y to the exam booklet. Notably, this question, although a most explicit bid for Y to contribute a new idea of his own (considering how a question makes an 'answer' conditionally relevant in the next turn), fails to elicit such a contribution from Y. Y does comply with the conditional relevance of an answer, but only to the extent of proffering a delayed, hesitant, dispreferred 'no', displaying difficulty in performing the action of initiating a new idea that L has been advancing.

Thus, we can see how inviting the partner in through asking general questions may not be effective – they could be difficult to respond to and do not provide the appropriate level of support to the partner, as echoed by an examiner's comment: 'Y unsurprising says "no" because the question isn't very clear and doesn't exactly help to maintain or develop the conversation'.

IC feature(s) in focus	
Concise checklist	2. Keep the discussion going over several turns e) Develop (partner's idea): Feedback: link your own ideas to what your partner has said; try not to only give brief responses
Full checklist	2. Respond to partner

Example 204: P10

Task: A friend of yours has gone to live in a house in a country with a big garden. You want to give him a present. Talk about the different things you could give him, and then say which would be most useful for the garden.

```
 1. K: Uh let's start from this one. Shoes and the: this. Mm do
 2.    you think that- (.) will be useful
 3.    (..) ((P pouts))
 4. P: Mm:: (..)((points his fingers at another picture)) (Here's)
 5.    one trees. Lemon (.) tree. (..) It's because he likes lemon
 6. K: Yeah=
 7. P: =you know (.) yes
 8.    [uh but-
 9. K: [uh-    how about this book
10. P: Mm no but is uh barbeques (.) uh better than (.) all
11.    this present because uh:: barbeque (.) we will (.) we can
12.    (.) make the barbeque party
```
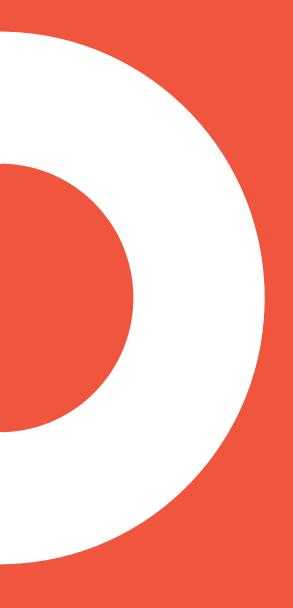
Analysis

K proposes giving a pair of shoes and gloves to the friend (line 1) and invites P to comment if they will be useful (lines 1–2). After some delay and hesitation (lines 3–4), P points to another picture – a lemon tree, and begins to talk about it. In effect, then, P does not supply an answer (second pair part, SPP) to K's question (first pair part, FPP), and ignores her gift suggestion (shoes and gloves). Also worth noticing is that P's first turn construction unit (TCU)

simply describes the picture of lemon tree, rather than making a suggestion relevant to the task. It is not until he gives an account in the second TCU ('It's because he likes lemon') when it becomes clearer he's making an alternative suggestion for lemon tree as a present for the friend.

After P proposes lemon tree as a gift, K responds with 'yeah' (line 6). It remains ambiguous whether K agrees with P's suggestion of lemon tree or is simply acknowledging it, as K does not comment on or develop the idea further. Instead, in brief overlap with P, K proposes another gift – 'how about this book' at line 9. At line 10, P disagrees with K's suggestion ('mm no'), but does not say why. Instead, he immediately moves on to the alternative of barbeque and gives a reason for this suggestion (lines 10–12).

In this extract, then, we see three cases where both candidates do not go beyond a simple acknowledgement in responding to their partner's ideas. Neither of them link their own talk in a next turn to their partner's ideas from the previous turn. Rather, they focus on giving their own ideas or opinions.

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