HUMANIORA
Jurnal Ilmiah Ilmu-ilmu Sosial dan Humaniora

Diterbitkan oleh Kopertis Wilayah VII sebagai terbitan berkala yang menyajikan informasi dan analisis persoalan ilmu-ilmu Sosial dan Humaniora.

Kajian ini bersifat ilmiah populer sebagai hasil pemikiran teoritik maupun penelitian empirik. Redaksi menerima karya ilmiah/hasil penelitian atau artikel, termasuk ide-ide pengembangan di bidang ilmu-ilmu Sosial dan Humaniora. Untuk itu HUMANIORA mengundang para intelektual, ekspertis, praktisi, mahasiswa serta siapa saja berdialog dengan penuangan pemikiran secara bebas, kritis, kreatif, inovatif, dan bertanggung jawab. Redaksi berhak menyingkat dan memperbaiki karangan itu sejauh tidak mengubah tujuan isinya. Tulisan-tulisan dalam artikel HUMANIORA tidak selalu mencerminkan pandangan redaksi. Dilarang mengutip, menerjemahkan atau memperbanyak kecuali dengan izin redaksi.

DAFTAR ISI (*CONTENTS*)

PANDUAN UNTUK PENULISAN NASKAH

Jurnal ilmiah HUMANIORA adalah publikasi ilmiah enam bulanan yang diterbitkan oleh Kopertis Wilayah VII. Untuk mendukung penerbitan, selanjutnya redaksi menerima artikel ilmiah yang berupa hasil penelitian empiris dan artikel konseptual dalam bidang ilmu Sosial dan Humaniora.

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3. Abstrak ditulis dalam bahasa Indonesia dan bahasa Inggris tidak lebih dari 200 kata diketik 1 (satu) spasi. Abstrak harus meliputi intisari seluruh tulisan yang terdiri atas: latar belakang, permasalahan, tujuan, metode, hasil analisis statistik, dan kesimpulan, disertakan pula kata kunci.
4. Artikel hasil penelitian berisi: judul, nama penulis, abstrak, pendahuluan, materi, metode penelitian, hasil penelitian, pembahasan, kesimpulan, dan daftar pustaka.
5. Artikel konseptual berisi: judul, nama penulis, abstrak, pendahuluan, analisis (kupasan, asumsi, komparasi), kesimpulan dan daftar pustaka.
6. Tabel dan gambar harus diberi nomor secara berurutan sesuai dengan urutan pemunculannya. Setiap gambar dan tabel perlu diberi penjelasan singkat yang diletakkan di bawah untuk gambar. Gambar berupa foto (kalau ada), disertakan dalam bentuk mengkilap (gloss).
7. Pembahasan berisi tentang uraian hasil penelitian, bagaimana penelitian yang dihasilkan dapat memecahkan masalah, faktor-faktor apa saja yang memengaruhi hasil penelitian dan disertai pustaka yang menunjang.
8. Daftar pustaka, ditulis sesuai aturan penulisan Vancouver, disusun berdasarkan urutan kemunculannya bukan berdasarkan abjad. Untuk rujukan buku urutannya sebagai berikut: nama penulis, editor (bila ada), judul buku, kota penerbit, tahun penerbit, volume, edisi, dan nomor halaman. Untuk terbitan berkala urutannya sebagai berikut: nama penulis, judul tulisan, judul terbitan, tahun penerbitan, volume, dan nomor halaman.

Contoh penulisan Daftar Pustaka:

1. Grimes EW, **A use of freeze-dried bone in Endodontic**, J. Endod, 1994: 20:355–6
2. Cohen S, Burn RC, **Pathways of the pulp. 5th ed.**, St. Louis; Mosby Co 1994: 127–47
3. Morse SS, **Factors in the emergence of infectious disease.** Emerg Infect Dis (serial online), 1995 Jan-Mar, 1(1): (14 screen). Available from: URL: http//www/cdc/gov/ncidod/EID/eid.htm. Accessed Desember 25, 1999.

Naskah diketik 2 (dua) spasi 12 pitch dalam program MS Word dengan susur (margin) kiri 4 cm, susur kanan 2,5 cm, susur atas 3,5 cm, dan susur bawah 2 cm, di atas kertas A4.

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The Observed Benefits of Learner-Learner Interaction During Task Completion

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ABSTRACT

As social interactions impinge upon learning, classroom organization (i.e. competitive, cooperative or individual environment) has been greatly looked into. Despite the fact that learners may lose interest in friendly competition and are deprived of chances to pursue personal learning paths when exhaustively employed, collaborative environments have proven to positively affect performance. Alongside cooperative learning, a structured group work driven by positive interdependence and individual accountability, learner-learner (L-L) interactions also underlie collaborative learning, a dialogic approach grounded in scaffolding and zone of proximal development tenets. Despite their distinctive classroom applications, these interaction-promoting methods both bring unparalleled benefits, including cognitive gains, higher order thinking, positive learning attitudes, motivational boosts, improved classroom dynamics, as well as self-esteem. Deriving from the theoretical framework of cooperative and collaborative learning, which advocates social interactions, this paper presents the major advantages of L-L interactions in language acquisition, specifically in information exchange and the forming of affective learning environments, attested through an analysis of task-interaction between two English language learners.

Keywords: learner-learner interaction, cooperative learning, collaborative learning, task interaction

ABSTRAK

Karena interaksi sosial berdampak terhadap pembelajaran, sistem pengelolaan kelas (lingkungan yang kompetitif, kooperatif atau individualistik) telah banyak diteliti. Meskipun peserta didik dapat kehilangan minat untuk bersaing dan kurang mampu mengatur strategi belajar pribadi, lingkungan belajar kolaboratif telah terbukti dapat mempengaruhi kinerja secara positif. Di samping pembelajaran kooperatif, yang merupakan kerja kelompok terstruktur didorong oleh interdependensi positif dan akuntabilitas individu, interaksi antarpelajar juga mendasari pembelajaran kolaboratif, sebuah pendekatan dialogis yang didasarkan pada prinsip scaffolding dan zone of proximal development. Meskipun berbeda dalam aplikasi di dalam kelas, kedua teknik pembelajaran yang mengutamakan interaksi ini membawa manfaat tak tertandingi, yaitu kemajuan kognitif, alur pemikiran higher-order, sikap belajar positif, dorongan motivasi, dinamika kelas yang positif dan kepercayaan diri. Berasal dari kerangka teoretis pembelajaran kooperatif dan kolaboratif, yang menganjurkan interaksi sosial, makalah ini menyajikan keuntungan utama interaksi antarpelajar dalam akuisisi bahasa, khususnya dalam pertukaran informasi dan pembentukan lingkungan belajar afektif, berdasarkan analisis percakapan dua pelajar bahasa Inggris dalam aktivitas belajar.

Kata kunci: interaksi siswa, pembelajaran kooperatif, pembelajaran kolaboratif, tugas

INTRODUCTION

Cooperative and collaborative Learning (henceforth both referred to as CL) can be traced back to the Vygotskian Activity Theory, professing that when executing tasks in social interactions, learners expand their present abilities drawing from more knowledgeable others' resourceful thinking process and scaffolding (Donato, 1994). For Donato, scaffolding transpires when the more capable tutor or peer, through speech, simplifies the task, generates interest, models task resolution and regulates anxiety during problem solving. Furthermore, through active engagement with others, learners exploit communication strategies, and the affective connections between students establish a supportive learning atmosphere. Tudor (2001) asserts that in spontaneous interactions, learners are exposed to unexpected language needs, not only in comprehending input, but also in producing language to transmit ideas. Learners are thus left to utilize whatever linguistic resources are at their disposal, and resort to communication strategies when facing difficulties of expressing themselves – comparable to what learners will encounter in real-life situations with communicative tasks surpassing their proficiency level. The significance of this L-L interaction is heightened as ensuing the dialogic "intermental" process, learners yield higher-order thinking processes marked by the mental shift to "self-regulation" in what is referred to as the Zone of Proximal Development/ZPD (Lantolf & Appel, 1994, p. 11). ZPD notes the discrepancy of what novices are able to accomplish on their own, and what they are capable of achieving with the aid of higher-ability peers, signaling that external social surroundings contribute to personal development.

Questions arise as to why CL, which highlights the benefits of L-L interaction, is given less emphasis now in the 21st century. For instance, apart from a lack of self-confidence, teachers are reportedly now hesitant to use CL in fear that they would compromise classroom management, content coverage, and reliability of assessment procedures (Veenman, Benthum, Bootsma, Dieren, Kemp, 2002). Similarly, teachers adopting more centralized view of themselves as transmitters of knowledge, or those who doubt their self-efficacy to successfully carry out CL would abandon this practice altogether (Ghaith, 2004). A study on the perception of middle-year teachers who applied CL to Year 6-9 students in Australia revealed that although learners responded positively, group composition (gender, ability and relationships), designing the task structure, and preparation to equip learners with socializing skills pose as demanding challenges (Gillies & Boyle, 2008). Johnson and Johnson (2005) concur that a cooperative culture is costly in that it involves "sustained effort to prevent it deteriorating into competition" (p. 297).

Other factors in the decreasing popularity of CL is the emergence of communicative language teaching (CLT), Task-based Learning (TBL) and Computer-mediated Communication (CMC) for network-based learning, which have led teachers to follow the bandwagon of rapid-changing learning paradigms. In spite of these advancements in teaching techniques, L-L interaction remains to be a prevailing element. To specify, a proponent of CLT, Hedge (2000) advocates the training of pragmatic/sociolinguistic competence (using language to precisely convey intentions for a communicative goal) and strategic competence (knowing how to maintain the flow of conversations), both of which exhaustively rely on L-L interaction for practice. In light of Krashen's comprehensible input, many instances of learner utterances illustrate $i+1$ input for respective peers despite occasional incorrect production of L2 forms, further fueling the importance of L-L interaction (Krashen & Terrell in Jacobs & McCafferty, 2006).

The Benefits of L-L Interaction Highlighted in CL

As a structured manifestation of L-L interaction, CL revolve around group characteristics and processes, as groups are considered to be collective "resource pool", larger than that of an individual member, and inclined to imposing standards for self-evaluation and adjustment of attitudes, values, and norms. As a result, when the group deviates off course, learning is impeded, yet when group processing is well disposed, the group serves as an impetus for goal attainment and source of satisfaction for both teachers and learners (Dörnyei & Murphey, 2009, p. 4). In light of this implication, the key benefits of L-L interaction, as realized in CL, can be categorized into cognitive gains and improved interpersonal relationships (Jolliffe, 2007, p. 6).

Cognitive Gains

In detail, the cognitive gains of L-L interaction are delineated as improvements in (1) learning skills and motivation, (2) information exchange, and (3) critical thinking.

Learning Skills and Motivation

CL's Individual Accountability (IA) principle brings forth self-direction and awareness to the learning process, whereby learners harness personal responsibility cultivating autonomous learning (Kohonen, 1992). Macaro (2006) presents the division of learner autonomy into autonomy of choice and action, autonomy of language competence and autonomy for language learning competence – the latter being marginally more essential as it emphasizes the transferability of learning skills for other situations, e.g., L3 acquisition. Hence, autonomy can be construed as the degree to which learners control their learning, by deploying "a set of tactics", from fixing goals, selecting materials, planning practice sessions, to self-monitoring or evaluation (Cotterall, 1995, p. 195). By excluding the teacher from the intimate student communication and distributing the decision making process away from teacher-centralization, learners are presented with this opportunity to self-regulate (Sharan & Shaulov in Dörnyei, 1997). For example, individual learners' contributions, those especially originating from more reticent learners, were incorporated as classroom discussion starters for further exploration (Hall & Verplaetse, 2000).

According to the Attribution Theory, belief in self-control over learning success bases the sense of responsibility, meaning that motivation to learn is heightened when learners understand that better strategies preempt failures (Dickinson, 1995). In exploring strategies, heterogeneous grouping is advantageous as it supplies a supportive forum to "compare and contrast each other's preferred way of learning", resulting in higher self-esteem (Kohonen, 1992, p. 25). In other words, associating with peers of admired competencies, learners may mimic and adopt the preferable learning behavior, attitudes and perspective (Johnson & Johnson, 2011). From their study of self-directed learning in Norwegia, Gremmo and Riley (1995) verify that "learning to learn" enables lower-ability learners to conquer fear and frustration of committing mistakes, as learning success is not attributed to thresholds of ability. Therefore, as learners trust that effort regulates success, and that enjoyment can be found in learning novel ideas or feelings, intrinsic motivation flourishes in L-L relations (Johnson & Johnson, 2011).

Information Exchange

Information exchange in CL is propelled by the Simultaneous Interaction principle, increasing "overt than covert" engagement and classroom management than whole-class structures (Kagan & Kagan, 2015). Johnson and Johnson (2011) compiled 122 studies on classroom

structures indicating that learners in CL conditions look for considerably more information from others, maximally manipulate the information, and exhumes open-mindedness to be affected by others' perspective, leading to more frequent acquiescence to different viewpoints. This is mirrored in how learners are free to explore and brainstorm temporary notions, without having to defend and justify their thoughts (Kohonen, 1992). Uncertainties will eventually be clarified through the exchange of ideas between the unequal-ability members. While high-achievers gain consolidation on their understanding by explaining to their lower-ability counterparts, slower group members reap benefits from the translated teacher's explanation in more intelligible "kid language" (Slavin in Kohonen, 1992, p. 35). Oxford (1997), adds that in the interactional exchanges, learners individual style come into contact with various features of other students' style, at times resulting in conflicts. However, Dörnyei and Murphy (2009) dispel this concern proclaiming that conflicts serve useful purposes: raising learner involvement, i.e. arguments signal learners' engagement in the task at hand, providing channels for releasing unpleasant feelings, and boosting group productivity by fostering critical thinking.

Critical Thinking

Due to heterogeneity as a central element of CL urging learners to welcome other perspectives, effective reasoning strategies and critical thinking skills are better developed (Johnson & Johnson, 2011). According to Donato (2004) these higher forms of thinking involve "strategic orientations to tasks (e.g., learning strategies, establishing procedures for carrying out an information-gap task), conceptions of self and community (e.g., relational identities), or generalizations of semiotic systems (e.g., problem-solving algorithms or grammar)". For instance, in a Korean-based study conducted by Guk and Kellogg (2007), when playing a game, within teacher-student (T-S) interactional format, the conversation gravitates toward language (word meaning and grammar) complying with teacher's prompts, whereas when the same task is given in student-student interactional format, learners emphasize communication and compensation strategies to approach the task. If in T-S settings teachers are quick to provide answers to speed up the lesson and ease classroom management, Varonis and Gass (cited in Macaro, 2006) disclose that oral interaction among non-native speaker learners brims with meaning-making and negotiation.

Improved Interpersonal Relationships

Group expectation, the necessity to contribute and explicit teaching of leadership, conflict-resolution and trust base learner self-control or "moral orientation" of what is considered acceptable behavior (Johnson & Johnson, 2011; William & Burden, 1997). This understanding is projected through CL's Positive Interdependence (PI) principle, where one learner's achievement connects to the success of others through goals, rewards, roles, materials or rules structuring (Oxford, 1997). This "sink or swim together" ideology excludes hitchhiking or dominance; instead nurtures "mutual support" (Kagan & Kagan, 2015, p. 4.2) and "feelings of belonging, acceptance, support and caring" (Johnson & Johnson, 2011, p. 27). In light of Individual Accountability (IA) element, Dörnyei (1997) dismisses peer-pressure against academic effort, because when group success in determined by individual improvement, "the need for social approval" triggers students to do well, reflecting the balance between achieving ultimate individual potential and teamwork skills (Macaro, 2006). Johnson & Johnson (2011) further disputes free riding, because, contradictory to assigning single group scores, learners receive feedback on their individual performance, therefore uncovering those in the group needing additional assistance.

While group achievement can collectively raise personal self-esteem, failure can adversely affect the perceptions of those who perform better alone (William & Burden, 1997). Therefore, in the words of Macaro (2006), "An individual's self-concept is shaped through the interaction with his/her environment". Provided that a "Me before We" rule of IA and PI, whereby learners construct their own thinking before coming into groups, is adhered to, CL increases the feeling of importance and self-worth, since there is recognition for all group members' participation (Kagan & Kagan, 2015). In the case of information-gap activities, such as jigsaw, the group goal is attainable only when every member performs their designated roles. With this, more perspective taking takes place as learners develop open-mindedness toward other person's emotions or opinions, leading to lesser stereotyping or rigid views toward differing attributes (Johnson & Johnson, 2011).

In cohesive groups, "interpersonal attraction and group pride" nudge toward high task commitment (Dörnyei & Murphey, 2009), aligning with Maslow's hierarchy of needs stressing that belongingness and emotional needs, e.g. security and validation, construct quality learning (Joliffee, 2007). Macaro (2006) maintains that CL allows learners to work comfortably in a pace agreed upon by group members, and unrestrained by teachers' pressuring questions or aversions. Additionally, regarding teacher-student rapport, Chang (2007) identifies a previous study confirming more enthusiastic teaching to cohesive groups due to learners' active participation from the unthreatening atmosphere to voice opinions. However, Dörnyei and Malderez (1997, p.67) remind that, apart from providing direct teaching of Collaborative Skills, teachers take part in this disposition by emitting "emphatic ability", "unconditional positive regard for members", and "congruence". Empathizing requires assimilating to the equal participation atmosphere, being congruent involves acceptance of teachers' own weaknesses,

and positive regard recognize that learner's input is desired, rather than teachers as primary bearer of knowledge.

Task-Interaction Analysis Results

Benefits of *information exchange*, including, modified interaction, communication strategies, scaffolding, as well as supportive *affective learning environment* are predominantly apparent in the following L-L interaction. The task chosen is an Information Gap Crossword on Personality Adjectives directly taken from Cambridge *Interchange Third Edition* course book as it embodies a "communicative language practice" (Littlewood, 2004, p. 322) (see Appendix 1). It can be classified as a two-way information gap, where one participant holds clues unknown but sought after by other participants to reach the task outcome – one student receives all the answers to *across* question, while the other owns *Down* answers (Doughty & Pica, 1986). The task outcome

is, thus, to produce identical crosswords, yet the work-plan requires learners to describe the adjectives with any linguistic devices they possess. The participants under study are two postgraduate students of differing nationalities, i.e. Indian and Italian. Complete transcripts are included in Appendix 2.

Extract A exemplifies modified speech evident in L-L interaction, characterizing the authenticity of spoken language packed with misunderstandings, interpretation checking and interruptions (Kohonen, 1992). In this extract, S2 attempts to elicit the word 'easygoing' from S1 by providing definitions and real-life examples of people with this trait. Line 03 resembles a "clarification request" when Student 1 (S1) does not fully grasp the description provided by S2, and clarifies whether the explanation and brief gesture imply a certain adjective (Doughty & Pica, 1986, p. 313). Leeser (2004, p. 6) notes this as a Language Related Episode (LRE) when learners ask about their own or others' L2 production whilst

Extract A			
	01	S2:	Like she joins every other party right? So she's more? Ah-ah-ah ((hums and
	02		dances a little)) (2.0) Easy-peasy man.
→	03	S1:	((mumbles to himself)) It's an adjective? (…) It's an adjective?
	04	S2:	Yeah.
→	05	S1:	And it means for her to be open to be:: [to party a lot?=
	06	S2:	[Yeah yeah right right right

Part of the transcribed conversation between two English language learners, displaying a Language-related Episode (LRE) and self-monitoring.

Extract B			
	01	S1:	Okay, le- let's have a look at number 9. (…) Okay err when some one e:rr doesn't
	02		care too much about himself but he's more open to the others- thinks more about the
	03		others rather than himself.
→	04		(4.0)
→	05	S1:	I-I have ten and I give you:: everything I have. (2.0) It means I ↑am
	06	S2:	((giggles)) Like you are rich?
→	07	S1:	((laughs)) NO I have just- when I give you e::hh much even if I am I'm poor. It means I ↑am=
	08	S2:	=You are a philanthropist.
	09	S1:	No no ((while giggling)) you get it complicated. The first the ver– the easiest eh
	10		adjective you would use to describe it. If you think more about the others rather than
→	11		myself.
	12	S2:	Hmm okay okay.
→	13		(4.0)
→	14	S1:	Really you share my-you share your food your ehh your apple juice rather than take
	15		it just for you. It means ↑you're
	16	S2:	(…) I'm giving? Not sacrifice?
	17	S1:	↑No
	18	S2:	(…) Caring? Giving? Caring?
→	19	S1:	Well something like <u>kind</u> but (4.0) it's eh it's longer than kind
→	20	S2:	Give any synonyms for that word.

Observed Communication strategies used to mitigate misunderstanding in peer interaction

executing a task, i.e. S1 questions the part of speech of the linguistic item at hand. Similarly, "confirmation check" is present in line 05 whereby S1 shows understanding of the previous information, but is in doubt and seeks affirmation (Doughty & Pica, 1986, p. 313). The self-initiated repair in line 05 also signifies an LRE where S2 overtly corrects the use of "be" in his speech. This utterance also signifies "self–monitoring", a feature of learner autonomy enabling learners to consciously monitor joins their output without depending on teacher feedback (Cotterall, 2015).

Extract B, illustrating S1's effort to guide S2 toward the word 'generous', is rich in communication strategies to maintain conversation going by minimizing breakdowns (Macaro, 2006). The long pause in Line 04 indicates to S1 that his message is insufficient for the other party to guess the word, leading him to reformulate his explanation in line 05 by using "compensation strategies" of simplifying language by omitting clauses. He then recurrently modifies his speech through repetition and paraphrasing in line 07, 11, and 14, inferring that he is making optimum use of his linguistic resources as resorting to L1 is irrelevant. In Line 19, S1 continues to ascertain that S2 perceives the message

by contrasting the target word with 'kind', which ironically, is countered by S2's "clarification request" for another synonym in line 20.

Extracts C and D adeptly represent Donato's (1994, p. 52) words: "Collaborative work among language learners provides the same opportunity for scaffolded help as in expert-novice relationships". In Extract C line 13 and 19, S2 scaffolds by breaking down the task into more manageable actions (Donato, 1994), whereas in Extract D line 38, S2 "maintains pursuit of the goal" and in line 42, he marks the difference between the idea S1 generates and the intended answer. Here, a ZPD is established judging from the plea for more hints in Extract C line 12 and the unlikely pairing of 'easy-leaving' in Extract D line 41. Consequently, S1's vocabulary development has been influenced by S2 who adjusts the amount of guidance from S1's feedback at each guessing attempt. Therefore, considering the attainment of task outcome in line 46, Donato's impression of learners as "skillful at providing the type of scaffolded help" and "sources of knowledge" is on-point (1994, p. 52). Furthermore, in line with Ellis' (2003) view that tasks stimulate cognitive process, participants select concrete examples (Extract C line

		Extract C	
	10	S2:	=Like she's able to get easily with people, right? (3.0) Prattima's sh-she's
	11		just like sh- she's able to communicate and talk. (2.0)
	12	S1:	Communicative? No. Err arguable? No. Take- help me=
→	13	S2:	=Okay okay let us break the words into two parts.
	14	S1:	Yeah.
	15	S2:	Okay, so when I use the Surface, my task will ↑be
	16	S1:	Your tasks?=
	17	S2:	=Will be?=
	18	S1:	=Easier!
→	19	S2:	Yep, now the second part.

Scaffolding talk evident in learner-learner interacation when completing tasks

		Extract D	
→	38	S2:	What's the opposite of this word? ((points to the word 'come' on a poster))
	39		The opposite of this word. The opposite of come- ARRIVE! ARRIVE! What's
	40		another word for arrive?
	41	S1:	Leaving? Easy-leaving?
→	42	S2:	Oh, another- another word for leave. Please ↑DON'T (…) please ↑DON'T
	43		(…) please ↑DON'T ((acts out a pleading gesture))
	44	S1:	Go.
	45	S2:	Yeah!
	46	S1:	Easygoing!
	47	S2:	Yes!

Adjusted guedance made by language learner based in personal evaluation of his counterparts understanding

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Extract E

→ 26 S1: Come on! If-if Priska comes and eh sh-she gives us the food she just eh cooked=

→ 27 S2: =No no not not "just", [maybe two to three days before.=

→ 28 S1:   [((laughs))

→ 29 S1: =Well, that's probably more like it but you say "OH Priska, thank you! You're very

   30   kind, you're ↑SO" (…) You're so kind or you're so?

   31 S2: Generous!

   32 S1: Yes! Bravo!

Jokes and personality talks to ease communication

10), categorize and sequence (Extract C line 13), elaborate (Extract C line 11) and evaluate decisions (Extract D line 42), all of which are communicative processes present in real-word settings.

Language personalization and humor signal a positive affective learning atmosphere. Freeman (1992, p. 62) favors teachers' ability to manipulate learners' profuse "humor and rambunctiousness" and risk-taking for misbehavior into risk-taking to speak in the target language. After all, Glasser (1986) in Kohonen (1992) stresses that discipline issues only surface when learners' needs are not fulfilled and their sense of importance is in question. Recognizing this, in Extract E line 26-29, L-L interaction allows for humor to activate more engaged participation. Personalizing language to mutually amusing here-and-now concepts is also detectable, making language more memorable, motivating and probable of use in future interpersonal situations (Hedge, 2014). Furthermore, the use of encouragement in line 26 and praise in line 32 as feedback exhibit models of "prosocial behavior", that is learners supporting others, enhancing the integral aspect of "basic trust in and optimism about people" (Johnson & Johnson, 2005, p. 25).

CONCLUSION AND RECOMMENDATION

Having been educated in primarily competitive and individualistic learning environments, I have grown indifferent to why researchers and teachers alike put L-L interactions on such a high pedestal. However, I have come to the understanding that perhaps applications of group work or L-L interaction have not been successful due to inadequate fulfillment of the key principles of CL.

Within my experience as a student, it is ironic that when learners enter groups, a common conception is to relinquish responsibility and take the back seat during deliberations, not learning much at all despite work completion. Conversely, in CL where group success draws from the amount of learning each member achieves, Individual Accountability is enforced not through assigning identical group marks for all members, but rather providing feedback on performance improvement, which in turn notifies other group members

of whom they should assist in future collaborations. Positive Interdependence is practiced when there is a discrepancy and reliance on others' materials or resources, compelling learners to interact and exchange information to accomplish the task.

In the case of information gap activities like the one previously analyzed, although hurdles surface, such as learners going astray or frequent incorrect production of L2, there are feasible measures that teachers may adopt to optimize L-L interactions. One way is to nurture group cohesiveness and norms through enhancing proximity (face-to-face interaction) and providing exemplary behavior (Dörnyei & Murphey, 2009) as with well-rooted norms, groups will almost certainly manage deviations by projecting obvious disagreement to negligent members (Dörnyei & Malderez, 1997). This is where physical environment (arrangement of chairs) comes into play, which in my context has been overlooked as teachers often assume the same comfort and spatial view on the learners who in fact are restricted to only facing the backs of their friend's head (Dörnyei & Murphey, 2009). Another consideration is the explicit instruction of Collaborative Skills, as a concern of communicative approach is that learners find it hard to 'listen' to others (Macaro, 2006, p. 158). Johnson *et al.,* (cited in Jacobs, 2006, p. 37) proposes that learners need to fathom why listening attentively is necessary, discus how it appears (e.g. giving eye contact), "practice in isolation" as well as in real group work, and reflect how well they have displayed the skills. Regarding erroneous L2 output feared to fossilize, teachers need to acknowledge that learners will eventually amend their peer's errors when they are confident of their own abilities (Macaro, 2006). A solution is to nurture learner autonomy by dispelling learner's belief that only the teachers have authority to provide linguistic feedback, and delegating learners as valid sources of input.

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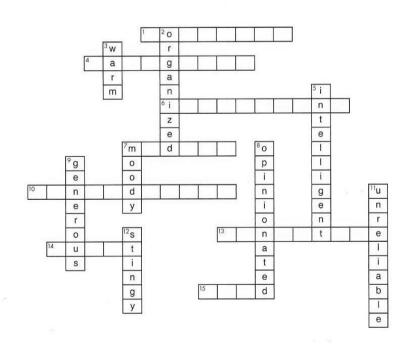34. Hedge T. **Teaching and Learning in the Language Classroom**. Oxford: Oxford University Press; 2014

APPENDIX 1

PHOTOCOPIABLE 1 *Information Gap Crossword*

Part A

Across

1. sociable
4. easygoing
6. intolerant
7. modest
10. considerate
13. sensitive
14. quiet
15. kind

Part B

Down

2. organized
3. warm
5. intelligent
7. moody
8. opinionated
9. generous
11. unreliable
12. stingy

APPENDIX 2

Transcription Conventions

.	Falling Intonation	<u>away</u>	Emphasis
,	Continuing Contour	-	Cut Off
?	Questioning Intonation	:	Sound Stretching
!	Exclamatory Utterance	(( ))	Other Details
(2.0)	Pause of About 2 Seconds	↑	Prominent Rising Intonation
(…)	Pause of About 1 Second	↓	Prominent Falling Intonation
[ ]	Overlap	CAPS	Louder than Surrounding Talk
=	Latched Utterance		

Adapted from Richards (2003, p.173-4)

		Guessing the word 'generous'
01	S1:	Okay, le- let's have a look at number 9. (…) Okay err when some one e:rr doesn't
02		care too much about himself but he's more open to the others- thinks more about the
03		others rather than himself.
04		(9.0)
05	S1:	I-I have ten and I give you:: everything I have. (2.0) It means I ↑am
06	S2:	((giggles)) Like you are rich?
07	S1:	((laughs)) NO I have just- when I give you e::hh much even if I am I'm poor. It means I ↑am=
08	S2:	=You are a philanthropist.
09	S1:	No no ((while giggling)) you get it complicated. The first the ver– the easiest eh
10		adjective you would use to describe it. If you think more about the others rather than
11		myself.
12	S2:	Hmm okay okay.
13		(4.0)
14	S1:	Really you share my-you share your food your ehh your apple juice rather than take
15		it just for you. It means ↑you're
16	S2:	(…) I'm giving? Not sacrifice?
17	S1:	↑No
18	S2:	(…) Caring? Giving? Caring?
19	S1:	Well something like <u>kind</u> but (4.0) it's eh it's longer than kind
20	S2:	Give any synonyms for that word.
21	S1:	(2.0) I could give you two opposites here ((giggles)) which are literally in the:: (…)
22		ehmm (4.0)
23	S2:	Helpful?
24	S1:	↑No:: no helpful means that you're=
25	S2:	=Yeah I know it
26	S1:	Come on! If-if Priska comes and eh sh-she gives us the food she just eh cooked=
27	S2:	=No no not not "just", [maybe two to three days before.=
28	S1:	[((laughs))
29	S1:	=Well, that's probably more like it but you say "OH Priska, thank you! You're very
30		kind, you're ↑SO" (…) You're so kind or you're so?
31	S2:	Generous!
32	S1:	Yes! Bravo!

		Guessing the word "easygoing"
01	S2:	Like she joins every other party right? So she's more? Ah-ah-ah ((hums and
02		dances a little)) (2.0) Easy-peasy man.
03	S1:	((mumbles to himself)) It's an adjective? (…) It's an adjective?
04	S2:	Yeah.
05	S1:	And it means for her to be open to be:: [to party a lot?=

06	S2:	[Yeah yeah right right right
07	S1:	=So enjoyable? So?
08	S2:	Not enjoyable but (…) Prattima is more? Like she's able to=
09	S1:	=Stu-studious ((giggles))=
10	S2:	=Like she's able to get easily with people, right? (3.0) Prattima's sh-she's
11		just like sh- she's able to communicate and talk. (2.0)
12	S1:	Communicative? No. Err arguable? No. Take- help me=
13	S2:	=Okay okay let us break the words into two parts.
14	S1:	Yeah.
15	S2:	Okay, so when I use the Surface, my task will ↑be
16	S1:	Your tasks?=
17	S2:	=Will be?=
18	S1:	=Easier!
19	S2:	Yep, now the second part.
20	S1:	Okay, ease- easy-talking? Easy? Easy-<u>girl</u>? ((giggle))
21	S2:	((laughing))Yeah, easy but once more. ↑Easy
22	S1:	Easy-open. Easy?
23	S2:	Easy-open?! Come on! ((laughs))
24	S1:	((laughs)) I know it! Easy-talk. Easy? (2.0)
25	S2:	How do you go to WBS every day?
26	S1:	Easy-walking?
27	S2:	Like how do you go?
28	S1:	On foot.
29	S2:	((giggles)) Like how do you <u>go</u>?
30	S1:	I walk.
31	S2:	Like how do you <u>GO</u>?
32	S1:	On <u>foot</u>.
33	S2:	((laughs))
34	S1:	Easy-parking ((giggles))
35	S1 & S2:	((laugh))
36	S2:	Easy?
37	S1:	Easy-peasy.
38	S2:	What's the opposite of this word? ((points to the word 'come' on a poster))
39		The opposite of this word. The opposite of come- arrive! Arrive! What's
40		another word for arrive?
41	S1:	Leaving? Easy-leaving?
42	S2:	Oh, another- another word for leave. Please ↑DON'T (…) please ↑DON'T
43		(…) please ↑DON'T ((acts out a pleading gesture))
44	S1:	Go.
45	S2:	Yeah!
46	S1:	Easygoing!
47	S2:	Yes!