



Exploring the socio-cognitive activities, language focus and scaffolding strategies of young learners during writing-focused reciprocal same-age peer tutoring

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Exploring the socio-cognitive activities, language focus and scaffolding strategies of young learners during writing-focused reciprocal same-age peer tutoring.

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List of Abbreviations

EAL	English as an Additional Language
IB	International Baccalaureate
L1	First Language
L2	Second or Additional Language
LRE	Language Related Episode
RQ	Research Question
PEEL	A paragraph structure taught at this school (Point, Evidence, Explanation, Link)
PYP	(International Baccalaureate) Primary Years Programme
SLA	Second Language Acquisition
SCT	Sociocultural Theory
TRC	Task Related Collaboration
ZPD	Zone of Proximal Development

Abstract

Peer tutoring is a common instructional practice in schools and other language learning contexts that can provide learners with other-regulation within their Zone of Proximal Development (ZPD). Although there is a considerable body of research into peer tutoring in adult contexts, almost no literature on child second language (L2) peer tutoring exists. The present study investigates the socio-cognitive activities and language aspects involved in writing-focussed same-age reciprocal peer tutoring delivered orally by a class (N=11) of Grade 5 L2 English users at an international school through analysis of the transcripts of fifteen peer tutoring sessions, supported by stimulated recall and focus group interviews. The study also analyses the scaffolding strategies employed by one dyad of Grade 5 learners during a peer tutoring session using a microgenetic approach to qualitative analysis. Findings from the study reveal five key socio-cognitive activities: reading, task organisation, issue signalling, change suggesting, and partner interaction. Students attended to content and discourse issues most, followed by lexis. Presentation and punctuation and grammar received less attention. Learners scaffolded by requesting advice, clarifying, justifying, restating, praising, and marking. The low prevalence of these strategies suggests ZPD formation was unlikely. One session defied this pattern; analysis reveals how the learners intentionally created a collaboration rich in mutual scaffolding but struggled to maintain this over time. The results of the study contribute to an understanding of the skill with which young learners scaffold peers and the complexity of this process. Pedagogical and research implications are identified and discussed.

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Introduction

This study explores the extent to which Grade 5 learners who speak English as a second or additional language (L2) can support each other's learning during writing-focussed reciprocal same-age peer tutoring. Peer tutoring (sometimes called peer feedback, peer assistance, peer response, peer editing or peer review) is, broadly, an instructional setting in which "people from similar social groupings who are not professional teachers helping each other to learn, and learning themselves by teaching" (Topping, 1996, p. 322). In the field of Second Language Acquisition (SLA), Liu and Hansen (2002, p. 1) define the process as:

"the use of learners as sources of information and interactants for each other in such a way that learners assume role and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing."

Peer tutoring is common in mainstream K12 education, with a substantial empirical research base in educational psychology supporting its benefits (O'Donnell, 2006, p. 788). Tutees can feel freer to express opinions, ask questions, and take risks (Damon & Phelps, 1989), and tutors can draw on shared examples and experiences to deliver more personalised and effective learning than a teacher can (Good & Brophy, 1997; Zhao, 2010). Research has consistently shown that the provision of elaborated explanations can promote the tutor's own achievement (Galbraith & Winterbottom, 2011; Topping, Buchs, Duran, & van Keer, 2017; Van Lier, 1996; Webb, 1991, 1992). SLA studies have found that peer tutoring can deliver cognitive, metacognitive, social, affective, and motivational benefits (Bowman-Perrott, Davis, Vannest, Williams, Greenwood, & Parker, 2013; De Backer, Van Keer & Valcke 2012; Ginsburg-Block, Rohrbeck, & Fantuzzo 2006; Leung, 2015; Villamil & Guerrero, 1996, 2000) as well as improved text quality (Berg, 1999; Suzuki, 2008). Peer tutoring studies have also reported improvements in writing ability (Hyland & Hyland, 2006; Liu & Hansen, 2002; Lundstrom & Baker, 2009; Min 2005, 2006; Smagorinsky, 1991) and enhanced L2 development (Donato, 2004). In reciprocal same-age peer tutoring, students alternate tutor and tutee roles to allow both parties to enjoy the benefits of each role (Topping, Buchs, Duran, & van Keer, 2017) and minimise any social divisiveness related to perceived ability and status (Topping, 2005). With so many potential benefits, it is incumbent on teachers and researchers to develop a good understanding of the phenomenon of peer tutoring.

Although there has been significant SLA peer tutoring research, it has tended to involve adult learners in university contexts rather than young learners; SLA peer interaction literature

involving children in a classroom setting remains sparse (Pinter, 2007). In addition to developmental differences, young learners are likely to draw upon other motivations, orientations, and experiential bases. To the best of my knowledge, no published SLA study has examined writing-focussed oral peer tutoring involving middle childhood L2 English users in a mainstream international school context. My work with these students offers an opportunity to provide this.

Literature Review

This chapter outlines and explains the study's conceptual framework and provides a justification for this research.

Peer Tutoring in Sociocultural Theory

Sociocultural theory.

Sociocultural theory (SCT), a psychological theory about the development of higher-level human cognitive abilities derived from the works of Vygotsky (1938/1978, 1934/1986), holds significant explanatory potential for the study of peer tutoring as it explains individual human development as arising from mediated social interaction and emphasises the importance of language in this process. SCT has been widely applied in SLA (see Lantolf 2000; Swain 2000; Lantolf & Thorne 2006; Swain 2006) and may be the theory 'best equipped to explain corrective feedback as a sociocognitive phenomenon' (Ellis, 2010, p. 160). At the core of SCT is Vygotsky's (1938/1978, p. 90) conception of higher-level cognitive abilities first appearing during social interaction:

“Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement.”

Internalisation is a transformative process (Lantolf & Thorne, 2006) by which the learner's internal developmental processes result in the acquisition of inwardly directed, symbolic mental artefacts (Lantolf, Thorne, & Poehner, 2014), or tools. These symbolic tools mediate the relationship and interactions between an individual and the social-material world. A learner progresses from *object-regulation*, or reliance on concrete physical representations as tools, to a stage of *other-regulation*, where another person provides necessary support to enable development. Learners achieve *self-regulation* when they can construct and employ abstract mental representations independently. Peer tutoring could offer particularly valuable other-regulation as it relies on collaborative use of language, posited to be the primary

semiotic tool mediating human interaction and thought (Vygotsky, 1934/1986; Wertsch, 1979).

The zone of proximal development.

When a learner is operating under successful other-regulation conditions, they are working within their Zone of Proximal Development (ZPD), defined by Vygotsky (1938/1978, p. 86) as:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

As the main corrective feedback construct in SCT-oriented SLA (Bitchener & Storch, 2016), the ZPD construct has evolved considerably. Researchers such as Lantolf and Poehner (2014) and Swain, Kinnear, and Steinman (2015) reject the concept of ‘distance’ between learners’ current and potential levels of development, emphasising the negotiated nature of assistance necessary for further development (Bitchener & Storch, 2016). Holzman (2009) identifies three different interpretations of the ZPD: ‘(1) a property of individual learners; (2) an approach to offering social support to learners, usually in dyadic interactions; and (3) a collective and transformative activity undertaken with learners.’ The second interpretation is most salient for this research project. Thus, the ZPD is a dynamic mutual activity frame (Aljaafreh & Lantolf, 1994) between a novice and expert in which learners construct new mental processes over a ‘microgenetic’ (Vygotsky, 1938/1978) timespan between milliseconds and weeks, based on the theory that mediated skill using will lead in time to skill getting (Adair-Hauck & Donato, 1994).

Scaffolding.

Scaffolding (Wood, Bruner, & Ross, 1976) is a widely used metaphor for understanding the ZPD in action, involving the dynamic co-construction with the child of the necessary support to participate meaningfully alongside the adult (Bruner, 1978). Whereas Vygotsky conceived of the ZPD as varying in terms of mediational quality negotiated between participants, scaffolding requires an ‘implicit theory of the learner’s acts’ (Wood, Bruner, & Ross, 1976, p. 99). This involves both a theory of how the task is to be completed and a theory of the tutee’s performance (Guerrero & Villamil, 2000) to adjust the level of assistance provided (Stetsenko, 1999). Scaffolding is not incompatible with SCT; rather it might be a ‘discursive manifestation of the overarching construct of activity in the ZPD’ (Donato, 2004, p. 299). It alleviates the ZPD’s reliance on comparing learners’ independent and mediated

performances, which is not always achievable in a classroom, and it can provide evidence of ZPD development as it arises dynamically. Unlike *negotiation for meaning* or *negotiation of form* (Long, 1981, 1996; Lyster & Ranta, 1997), which rely on communication failure, scaffolding can account for interactions that ensure successful communication through interaction, such as co-construction, other-correction, and continuers (Foster & Ohta, 2005; Gagné & Parks, 2013). Scaffolding is a holistic framework that can account for cognitive support, metacognitive support, affective support, and development. It is thus a rich metaphor for understanding mediation, allowing for the identification and analysis of the constituent actions of other-regulation.

Reciprocity.

Excessive focus on the tutor role in peer tutoring risks ignoring the tutee's role in forming and maintaining a ZPD. Feuerstein and Feuerstein (1991) and Lidz (2002) both argued that mediation is not possible without learner reciprocity, or interaction between the learner and mediator (Poehner & Lantolf, 2005). Originally, the ZPD involved a child working with a teacher or more expert peer (Vygotsky, 1938/1978) and scaffolding posited an adult delivering assistance to a willing child (Granott, 2015). More expert peer tutors might provide more suggestions than low-proficiency reviewers can (Allen & Mills, 2016). However, ZPDs can form in groupings involving differential competence (Allen and Mills, 2016) or 'true peers' (Ohta, 2013), in pairs (Ohta, 1995; Antón & DiCamilla, 1998) or groups (Donato, 1994; Granott, 2005; Guk & Kellogg, 1997; Ohta, 2001), including in mainstream educational contexts (e.g. Forman & Cazden, 1985). Indeed, students might learn more from less proficient partners than more proficient ones (Watanabe & Swain, 2007), although the ZPD might function differently under peer collaboration conditions as the 'expert' role can become fluid (Ohta, 2001). This can lead to benefits for both participants through the adoption of speaker, addressee, and auditor roles (Ohta, 2013), and the act of teaching others (van Lier, 1996) can help learners construct superior representations of existing knowledge (Allwright, 1984). Learners can engage in *collective scaffolding* (Donato, 1994; Storch, 2002, 2005) when they pool talents and draw on each other's strengths for mutual support. The presence of more expert interlocutors is therefore less important to ZPD formation than the quality of support provided. However, providing appropriately scaffolded corrective feedback requires considerable skill (Ellis, 2010), which may be beyond the means of younger tutors.

An orientation towards a collaborative interaction pattern is a significant indicator that development within a ZPD is likely to occur. Storch (2001, 2002) identified four patterns of dyadic interaction in a university-level ESL class, distinguishable by their relative degrees of

equality, or participant's level of contribution, and mutuality, or participant's level of engagement with the other's contribution (Damon & Phelps, 1989). These patterns were collaborative (moderate to high equality and mutuality), dominant/dominant (moderate to high equality, but low mutuality), dominant/passive (moderate to low equality and mutuality), and expert/novice (moderate to low equality, but moderate to high mutuality). Watanabe and Swain (2007) identified a further, non-collaborative adult interaction pattern they identified as expert/passive. Storch (2002) and Watanabe and Swain (2007) found more incidents of knowledge transfer when dyads had interacted in a collaborative pattern, and to a lesser extent in the expert/novice dyads. The extent to which these findings might transfer to child learner contexts is unclear.

Socio-cognitive Activities in Peer Tutoring

Perhaps the most influential of the limited research of socio-cognitive activities during peer tutoring is that of Villamil and Guerrero (1996), using data from the interactions between 54 L1 Spanish intermediate ESL learners, assigned to tutor (reader) or tutee (writer) roles based on test scores to encourage expert/novice groupings. Villamil and Guerrero (1996) identified seven major social-cognitive activities. *Reading* included initial reading aloud and reading during interactions; both forms occurred in 95% of interactions. *Assessing* involved commenting on the quality, presence, or lack of certain features at different points in the interaction, without implying further action. *Dealing with trouble sources* (in 95% of interactions), or attempting to resolve any problems, was the main activity during tutoring and manifested in different ways. *Composing* (in 65% of interactions), or writing new sentences or missing parts, sometimes arose from dealing with trouble sources and involved both L1 and L2 use. Writing comments (in 82.5% of interactions) served a range of purposes, including reminders, evaluative comments, and opinions. Copying (in 40% of interactions) involved writing out the corrected version of a text, usually dictated and sometimes involving online modification. Discussing task procedures (in 77.5% of interactions) involved discussing and clarifying task requirements and parameters, establishing turns, sequencing and announcing future steps, assigning and negotiating responsibilities, complaining, wondering, and driving the task forwards. Tutors and tutees shared responsibility for all of these activities. Tang and Tithecott (1999) found similar results in their study, despite not preselecting for expert/novice groupings. The participants (two men, ten women), from several Asian countries, attended university in Western Canada and had comparable TOEFL scores (500-540). This study identified five socio-cognitive activities: reading, evaluating, pointing to trouble sources, writing comments, and discussing task procedures. It also found evidence that evaluating

appeared to promote awareness of trouble sources. Because of the study's oral mode, there was no composition phase; tutors also limited engagement with trouble sources to identifying them, rather than dealing with them. There appear to be no studies exploring children's socio-cognitive activities during peer tutoring.

Identifying and Assessing Mediation

Collaborative dialogue and LREs.

Researchers can find evidence of ZPD development by looking for the use of language to mediate an individual's thinking or that of another, which Swain (2006, 2010) termed *linguaging*. This includes *private speech*, the self-directed language used to plan responses (Vygotsky, 1934/1986), and *collaborative dialogue*, in which speakers engage in 'problem solving and knowledge building' (Swain, 2000, p. 102). Collaborative dialogue can be a source of L2 learning, rather than just evidence of learning (Donato, 1994; Swain & Lapkin, 2002; Watanabe & Swain, 2007; Brooks & Swain, 2009) but it can provide evidence of how individuals regulate their mental and affective activity and that of others, as well as how learners can co-construct language and ideas. The key unit of analysis for collaborative dialogue is the language-related episode (LRE), a type of collaborative talk which Swain and Lapkin (2002, p. 292) define these as 'any part of the dialogue where learners talk about the language they produced, and reflect on their language use'. LREs can identify L2 learning as it occurs and provide evidence for the mental processes of mediation during language use (Basturkmen, Loewen, & Ellis, 2002; Leesser, 2004; Swain, 1998; Swain & Lapkin, 1998; Williams, 2001). They can be subcategorised based on language factors, such as discourse, form, grammar, intuition, lexis, meaning, and orthography (Jackson, 2001); on the basis of their outcome (García Mayo & Zeitler, 2017); or on whether the decision was *interactive* or *non-interactive* (Storch, 2007), although there is no definitive approach.

Mediated learning experience scales.

Researchers can assess ZPD other-regulation through the lens of Feuerstein's (1990, 1991) *Mediated Learning Experience* (MLE). His theory of *Structural Cognitive Modifiability* posits that an individual's ability to learn from direct exposure to environmental stimuli depends on their *cognitive modifiability*, which develops from interaction with an experienced adult mediator. Feuerstein and Feuerstein (1991, p. 15) described the quality of these interactions using twelve parameters (Appendix A):

1. Intentionality and Reciprocity
2. Transcendence

3. Mediation of meaning
4. Mediation of feelings of competence
5. Mediation of regulation and control of behavior
6. Mediation of sharing behavior
7. Mediation of individuation and psychological differentiation
8. Mediation of goal seeking, goal setting, and goal achieving behavior
9. Mediation of challenge: The search for novelty and complexity
10. Mediation of an awareness of the human being as a changing entity
11. Mediation of the search for an optimistic alternative
12. Mediation of the feeling of belonging

The first three parameters are necessary conditions for an interaction to qualify as MLE, as they are 'of a universal nature and can be found in all races, ethnic groups, cultural entities, and socioeconomic strata' Feuerstein and Feuerstein (1991, p. 15). The optional parameters depend on task and culture, although Lidz (2002, p. 70) argues that this distinction is 'intuitive rather than empirically based'. Lidz derived her Mediated Learning Experience Rating Scale (MLERS; Appendix B) from Feuerstein's work, but replaced reciprocity with the tutor-specific construct of 'joint regard.' Guerrero and Villamil (2000) identified many instances of MLERS components, substantiating their role in ZPD formation and maintenance in SLA. However, the most critical measure of collaboration identified in that study was *intersubjectivity* (Adair-Hauck & Donato, 1994; Rommetveit, 1985), the extent to which participants share an understanding and commitment to the task and a common perspective, which is not part of the MLERS. The success of the interaction was also dependent on the reciprocity between the tutor and tutee, suggesting that, while MLERS is a useful tool for evaluating mediation, it does not encompass all components of successful ZPD mediation.

Implicit and explicit regulation.

Aljaafreh and Lantolf (1994) argue that effective L2 mediation in the ZPD should be *graduated*, or provided at the minimum level required, *contingent*, or offered only as needed and then withdrawn, and *dialogic* (Wells, 1999), or involving continuous assessment through negotiated dialogue, or 'guided participation' (Rogoff, 1990). Failing to meet these needs can also involve excessive other-regulation or the lack of an ultimate 'handover' (van Lier, 1996, 2000) to self-regulation. To aid in identifying effective mediation, Aljaafreh and Lantolf (1994) devised a regulatory scale listing twelve actions specific to expert error correcting during tutoring of writing, ordered from implicit or strategic moves to explicit support (Appendix C). It provides a good example of the complex range of possible tutoring moves and the possible

consequences they might have and has been widely adopted and used in later studies (Bitchener & Storch, 2016). Lantolf and Aljaafreh (1995) noted that when tutors did not follow the scale carefully they tended to fail to provide graduated support, and Nassaji and Swain (2000) found that an adult intermediate ESL learner who received scaffolded support using the regulatory scale required less explicit feedback to self-correct and displayed learning gains in post-testing on article use. A follow-up study (Nassaji, 2011) replicated the gains in post-test article use, but found no evidence that these gains extended to subsequent composition and thus argued the scale was limited to dealing with rule-based, 'treatable errors' (Ferris, 1999). Furthermore, an overreliance on scripted hints does not take account of contextual factors, learners' interactive styles, or their learner reciprocity, and therefore limits mediation (Poehner, 2008).

Mediating strategies in peer tutoring.

The 'dynamic', 'fluid', and 'interactive' nature of scaffolding make it difficult to capture and particularly to evaluate (Bitchener & Storch, 2016). Perhaps for this reason, many studies into mediation in peer tutoring limit themselves to identifying whether mediation occurred and identifying the mediating strategies used. Mediating strategies occurring in the literature include: advising, requesting advice, responding to advice; asking questions, answering questions; announcing; clarifying, requesting clarification; eliciting, responding to elicitation; instructing; giving directives; justifying; making phatic comments; reacting; repeating; restating; role reversal; seeking help from external resources; using group activity rules; using pragmatic devices; using the L1; and using L2 writing criteria (Guerrero & Villamil 1994, 1996, 2000; DiCamilla & Antón, 1997; McGroarty & Zhu, 1997; Mendonça & Johnson, 1994; Nguyen, 2008a, 2008b; Tang & Tithecott, 1999; Villamil & Guerrero, 1996; Yu & Lee, 2016; Zhao, 2010; Zhu, 2001). In a school-based foreign language context, Lin and Samuel (2013) found evidence of three scaffolding functions in Form Four (16 to 17-year-old) learners in Malaysia: providing correction of error, using questions, and identifying lack of content. However, a lack of data on which scaffolds learners used under what conditions, how often learners used them, and a whole-group rather than dyadic focus mean that the reader lacks a good overview at either level of granularity.

Guerrero and Villamil (2000) goes beyond listing strategies used, evaluating the scaffolding interactions between a dyad selected for its rich and varied interaction using a microgenetic (Vygotsky, 1938/1978) approach of describing and analysing short episodes in detail. This approach allowed the authors to capture the moment-to-moment changes within and between the tutor and tutee during collaboration, providing a detailed insight into how

scaffolding functions work within the context of a single dyad, at the expense of the whole-group perspective of their earlier work. The study revealed that learners used a wide range of mutual scaffolding mechanisms as they developed towards self-regulation through 'irregular and dynamic movement entailing the possibility of regression, creativity, and progress' (Guerrero & Villamil, 2000, p. 65).

Peer Mediation Involving Young Learners

Despite the uniqueness of the child as a learner (Pinter, 2007; Philp, Borowczyk, & Mackey, 2017), there has been very little study of peer tutoring involving children. Pinter (2007) found that beginner 10-year-old ESL learners could provide peer assistance during a spot-the-difference communication task by completing sentences, providing new lexis in the L1, correcting grammatical form, and modelling language. The participants also displayed intersubjectivity, moving from an 'individual task' perspective to a 'joint game' understanding that required them to pay attention to and support their partner. Tzuriel and Shamir's (2007) study into the cognitive modifiability benefits of peer tutoring (Feuerstein, 1990, 1991) found that a specialized programme (Peer Mediation with Young Children) improved the mediation of Grade 3 learners compared to a control group.

Some research has investigated children's use of scaffolding strategies. Guk and Kellogg (2007) found that, whereas teachers mediated target structures using techniques such as demonstrating whole utterances and initiating solutions, Grade 5 children favoured co-constructing discourse over grammar use and focused on negotiation and confirmation of lexical meaning strategies. Gagné and Parks (2013) investigated the scaffolding strategies of two groups of Grade 6 ESL learners during several cooperative learning tasks, finding that 73% of identified scaffolding episodes led to appropriate reuse. The most frequently used strategies were requesting assistance (53.9% of scaffolding) and other-correction (23.9%). Other strategies included co-construction, confirmation checks, continuers, instructing, and use of resources; students did not resort to comprehension checks or marking of critical features. The literature presented in this section indicates that young learners are able to provide usable, linguistically oriented peer scaffolding, even if their repertoire is different to and perhaps more restricted than that of adults. However, all of these studies involved communicative tasks other than peer tutoring and they did not involve peers sharing feedback on writing.

Writing and Language Aspect

Writing in sociocultural theory.

Researchers in the SCT tradition view writing as a mediated, distributed and inventive form of social action (Lantolf, 2000; Van Lier, 2000), in which social contexts shape the writing and its content, and authors engage in improvised, dialogic interaction with other people, texts, and cultures (Prior, 2006). Writing relies on a range of socio-historical artefacts, such as language, genres, or practices. As learners become socialised into writing, these resources are appropriated (Vygotsky, 1934/1986); self-regulated writers personalise them and can externalise them to express meaning through writing (Prior, 2006).

SCT does not prescribe a method of teaching writing, which frequently involves the *process approach* or the *genre approach* (Hyland, 2003). The process approach considers writing to be a recursive, multi-step process involving pre-writing or planning, drafting, revision, editing, and publication (Emig, 1977). Learners generate ideas in the pre-writing stage and express these meanings in the drafting stage. Following feedback, such as during peer tutoring (Keh, 1990), the learner rewrites their work until the writing is published. However, the process approach can risk reducing writing to a set of universal processes (Ivanič, 2004), ignoring social factors such as audience and context (Atkinson, 2003), and thus linguistic features. The genre approach privileges these aspects of writing by focussing on genres, or socially constructed communicative responses to recurring contexts or uses (Swales, 2004) with identifiable functions and linguistic features that learners can acquire. Teaching in the genre approach consists of modelling or analysis of target genres, joint textual construction, and independent composition (Rose, 2009; 2015). However, explicit genre teaching can become over-reliant on models, promoting dominant ideologies (Benesch, 2009) and neglecting writing processes (Ivanič, 2004). Effective teaching of writing from a sociocultural perspective must therefore have as its ultimate goal self-regulated use of the full range of socio-historical mediating writing artefacts, including processes, genres, and sociocultural practices.

Aspects of language attended to during peer tutoring.

The literature on the language aspects learners attend to during peer tutoring is mixed. In Villamil and Guerrero's (1998) work, learners attended primarily to grammar, but Mendonça and Johnson (1994) found that while ESL university students attended to both local issues (such as lexis and punctuation) and global issues (such as content and organization), they seldom attended to grammar. McGroarty and Zhu (1997) found that when providing written

feedback across two rounds, peer tutors focussed more on global than on local issues, but their work does not elaborate on which local or global features these were. In a foreign language-learning context (Hedgcock & Lefkowitz, 1992), students involved in peer tutoring attended more to content and organisation than on grammatical accuracy. However, Swain and Lapkin's (2002) study into peer discussion of teacher-provided written feedback with Grade 7 foreign language learners found that learners paid more attention to grammar than to lexis or discourse. Some studies have taken an experimental approach to determine factors that might affect the aspects of language that learners focus on, such as text mode, training, and group composition. Villamil and Guerrero (1998) looked at the impact of peer tutoring in terms of content, organisation, grammar, vocabulary, and mechanics on two texts, one narrative and one persuasive, with the same participants. Across both text types, learners attended most to grammar (34% of revisions in narrative mode, 38% in persuasive mode) and least to organisation (4% of revisions in both modes). Content, vocabulary, and mechanics each accounted for between 14% and 24% of revisions across both texts. Rothschild and Klingenberg's (1990) tertiary ESL study showed that learners trained in use of an assessment scale commented more on content and organisation, whereas untrained learners were more likely to comment on structure and mechanics. Connor and Asenavage (1994) found that different groups of learners showed different patterns in the language aspects on which they focussed. However, there seems to be no research into the language aspects that young learners attend to during peer tutoring.

Conclusion to the Literature Review

Sociocultural theory provides a coherent and extensively researched framework for investigating peer tutoring of writing. SCT research has provided a comprehensive account of scaffolding and mediational strategies, including the requirements for them to lead to ZPD formation and measures to evaluate their effectiveness. Nearly all of this research has involved adult ESL contexts. There is evidence that children can scaffold effectively, and research has identified some differences between child and adult mediation, but there is no account of what happens during school-based writing-focussed peer tutoring involving child L2 English users. We know little about the socio-cognitive activities involved (cf. Villamil & Guerrero, 1996) or the aspects of language young learners attend to during peer tutoring, nor has there been a detailed microgenetic analysis (cf. Guerrero & Villamil, 2000) of a young learner dyad during peer tutoring.

Methodology

This study used a mixed-methods design to explore the peer tutoring actions of young mixed-proficiency English speakers. I will first introduce the study's research questions, before discussing participants and context, research design, instruments, data analysis procedure, and ethical issues.

Research Questions (RQs)

Based on the research gaps identified in the previous chapter, this study aims to address the following research questions:

- RQ1. What socio-cognitive activities do young learners engage in during peer tutoring?
- RQ2. What aspects of language do young learners attend to during peer tutoring?
- RQ3. What mediation strategies does a dyad of young learners use to scaffold during a peer tutoring session?

Participants and Context

The participants were an intact class ($n = 11$; 5 males, 6 females; mean age = 11.0, $SD = 0.1$) of Grade 5 students at an international school in Bavaria. They came from predominantly German L1 backgrounds, although three spoke additional languages. The mean number of years learning English (including the current school year) was 4.91 ($SD = 1.09$). The mean number of years attending the school was 4.18 ($SD = 0.77$). Two students were in their first year of learning English and two were in their second year.

All participants were enrolled in the International Baccalaureate (IB) Primary Years Programme (PYP), a constructivist, inquiry-based curriculum. The school teaches Language Arts using a 'Gradual Release of Responsibility' (Department of Education of Western Australia, 2014) model, complemented by Common Core Standards (National Governors Association Center for Best Practices, & Council of Chief State School Officers, 2010). This involves the "explicit teaching of text structures within a meaningful sociocultural context" (V. Costa, personal communication, April 23, 2018). Students learn a process-and-genre model of writing (Kemper, Sebranek, & Meyer, 2009), including a 'Revise' step involving oral peer tutoring sessions ('buddy conferencing') to get feedback and make improvements. The school does not have a policy for organizing peer tutoring; sessions are undirected and participants untrained, although students refer to task instructions, rubrics, graphic organisers, and classroom agreements (Appendices D, E, F, and G). At the time of data collection, all participants were involved in the 'Exhibition' PYP unit of inquiry, an individual research project whose outcomes

include a discursive essay. The students in this study had written initial drafts and were starting the 'Revise' step in their writing process.

Overview of the Research Design

This study combines an ethnographic and case study design to understand peer tutoring from a sociocultural perspective at whole-class and dyadic levels of granularity. Due to the complexity of gathering data in a classroom environment and the limitations inherent to every research method, this study employed multiple data gathering instruments to enhance data reliability and validity. These included gathering learner responses, fifteen video-recorded peer-tutoring sessions, fifteen stimulated recall interviews, and two focus group interviews. I also maintained a research journal throughout the process. The study aimed to involve learners as co-researchers. All research was conducted English, in accordance with school policy.

Research Instruments

The 'diamond' activity.

The project opened with an opportunity for participants to share perspectives, agree on terminology and ask questions. Learners shared what they considered important during peer feedback sessions using the Socratic web tool and discussed these ideas (Appendix H). Students selected the ideas they considered important and display them hierarchically on a poster (an adaptation of the 'diamond' participatory technique from O'Kane, 2000; Pinter & Zandian, 2014) in up to four rows.

Video recording peer tutoring sessions.

Video recording of the peer tutoring sessions was the primary source of data for the project (see Table 1). Students recorded all 15 sessions using classroom tablet computers; each study participant was involved as a tutor and as a tutee at least once. Sessions occurred in quieter parts of the school. Pilot testing revealed that when I was present, students expected me to participate in and direct sessions. Therefore my role in recording was kept as limited as possible. Subsequent pilot testing showed that students spoke more confidently and freely as a result.

Table 1

Peer tutoring sessions

<u>Session</u>	<u>Tutor</u>	<u>Tutee</u>	<u>Turns</u>	<u>Duration</u>
PT-1	Abigail	Alexej	23	04:05
PT-2	Alexej	Abigail	24	07:31
PT-3	Anna	Storm	33	06:58
PT-4	Storm	Anna	19	05:04
PT-5	Violet	Pam	17	07:13
PT-6	Abigail	Violet	26	07:36
PT-7	Alexej	Chip	26	07:57
PT-8	Alexej	Clark	16	04:48
PT-9	Chip	Trev	2	05:31
PT-10	Clark	Jeff	17	05:52
PT-11	Pam	Blossom	24	07:37
PT-12	Violet	Abigail	18	09:23
PT-13	Blossom	Anna	108	15:24
PT-14	Jeff	Clark	13	06:08
PT-15	Trev	Storm	9	06:04

Stimulated recall interviews.

Within two workdays of each session, I conducted a stimulated recall interview (Gass & Mackey, 2000; 2016) with the tutor using the recorded session for contextual data. I developed a guide for the stimulated recall interviews (Appendix I), including instructions to encourage learners to share their thinking, an explanation of how to pause the recording, and question prompts to promote sustained recall and minimise 'retrospective analysis'. I strove to discuss a range of situations, responses and actions that might provide relevant data. Due to time constraints, it was not possible to conduct stimulated recall interviews with both parties involved in peer tutoring sessions. Interviews occurred away from other students and I recorded them using a dictation device.

Focus group interviews.

To allow direct questioning relating to my initial findings and acquire comparative student responses, I also conducted two focus group interviews. Prior experience showed that certain individuals tended to monopolise conversation so dominant participants were grouped

in Focus Group A and more reticent participants were grouped in Focus Group B to provide a supportive environment. I prepared ten questions based on initial analysis and asked each group the same questions. After reading each question and allowing time for reflection and note taking to ensure individual answers, I asked each student in turn for a response and encouraged open debate and discussion. Each focus group interview lasted about 30 minutes.

Data Analysis

I scored the diamond activity quantitatively, with a score assigned to each idea based on which row it appeared in on each student's poster; ideas scored 100 on the top row, 75 on the second row, 50 on the third row, and 25 on the fourth row (Appendix H). I collated the results in a spreadsheet to identify the most frequently occurring ideas. I transcribed the peer tutoring sessions, stimulated recall interviews, and focus group interviews using the notation system in Table 2 (Appendices N, O, and P for transcripts). I referred to the diamond activity, my journal, stimulated recall and focus group interviews to understand incidents and utterances from peer tutoring sessions better but did not analyse them in a systematic manner.

Table 2

Transcription notation system

Italicised text	Italicised text indicate students are reading these words from the text. Whenever possible I have copied the text as it was in the student's draft, including errors
Bold text	Bold text in the stimulated recall transcripts denotes utterances that were in the contextual data, but not said in the stimulated recall interview
small text	Small text in the stimulated recall transcripts denotes utterances that were in the stimulated recall interview, rather than in the contextual data
((double parentheses))	Double parentheses indicate researcher comments
[square brackets]	Square brackets denote when a turn in the contextual data continues after being interrupted by a stimulated recall utterance
...	A sequence of dots indicates a pause in conversation of at least two seconds
-	A dash indicates that parts of the turn have been omitted for clarity or concision

I first read transcripts from the peer tutoring sessions without referring to pre-defined categories. I then identified LREs and created dynamic categories to account for socio-cognitive activities, language aspect and scaffolding. For each additional LRE, I considered whether it fit into existing categories, whether existing categories needed alteration, or

whether new categories were required. This was an iterative process over many weeks that promoted intra-rater concordance through regular repetition and re-assessment. As categories emerged, I restricted my definition of an LRE to individual utterances to capture all noteworthy incidents. Thus, turns could feature more than one LRE if learners produced utterances that differed in terms of socio-cognitive activity, language aspect or scaffolding. If partners proposed substantive changes to an utterance, I coded these as new LREs. For each LRE, I provided a meaningful code name indicating session, sequence, and type. I also recorded relationships to preceding or subsequent LREs, linguistic aspect, outcome, lines, mode, secondary peer tutoring functions, and any attribution.

Due to a lack of scaffolding incidents, I used a microgenetic approach (Donato, 1994; Guerrero & Villamil, 2000; Vygotsky, 1938/1978; Wertsch, 1985) to investigate my third research question, analysing a single dyad's peer tutoring session (PT-13) and noting and examining 'moment-to-moment changes in participants' behaviour' (Guerrero & Villamil, 2000, p. 1). I organised the transcript into discreet episodes and read these with particular reference to the implicit to explicit regulatory scale (Aljaafreh & Lantolf, 1994), the MLE (Feuerstein & Feuerstein, 1991) and the MLERS (Lidz, 2002) to examine scaffolding strategy use.

Ethical Considerations

As a student researcher and teacher, I respected participant privacy and confidentiality throughout the research process in accordance with the University's ethical guidelines, the requirements of my school and the laws of the Federal Republic of Germany. Before the project started, I explained the research objectives, design, participant roles, and data protection measures to students and parents. I produced information sheets and consent forms in English and in German for students and for parents (Appendices J, K, L, and M) and provided opportunities to ask questions. All participants had the option to refuse participation or withdraw from the study at any time up to two weeks after the end of data collection. Participation, non-participation or withdrawal would not affect a student's relationship or assessment results, and I only used provided information to achieve the aims of this study. Students and parents had time to consider if they wished to consent, and I obtained signed consent forms from all participants and their parents prior to the commencement of the study. I assigned a pseudonym for each student to protect his or her identity.

After recording, I immediately removed data from the relevant device and stored it on a secure, password-protected computer. I transcribed interviews as quickly as possible after

each session or interview. I deleted each video once I had used them as contextual data for stimulated recall interviews and transcribed them. I deleted all audio recordings as soon as I had transcribed them. No personally identifiable information remains.

Results and Discussion

This chapter provides results for the present study and discusses them in a broader context. I will present results for the first two research questions with discussion afterwards. As microgenetic analysis lends itself better to a combined results-and-discussion format, I will discuss the third research question separately.

Revision Activities and Language Aspects

Results.

My analysis of the activities students engaged in during peer tutoring indicates five major actions: reading, organising interaction, signalling issues, suggesting changes, and partner interaction. These activities, their related strategies, definitions and examples are included in Table 3. A complete listing of all LREs is included in Appendix Q.

Table 3

Revision activities

<u>Activity</u>	<u>Strategies</u>	<u>Strategy definition</u>	<u>Examples</u>
Reading	Negotiating reading	Discussing who should read	<i>"Should I read it?"</i>
	Reading aloud	Reading the text aloud	-
Task organisation	Announcing	Signposting which part of text is about to be read; identifying key text features	<i>"That's the introduction."</i>
	Directing	Ordering partner or taking decisive action	<i>"So, I will begin."</i>
	Negotiating interaction	Discussing how the session should be organised	<i>"...then after every paragraph you will come in, OK?"</i>
Signalling issues	Signalling issues	Indicating an issue within the text, without explicit advice or correction.	<i>"Sometimes you repeated things."</i>
	No Issues (tutor only)	Indicating that there are no (further) issues	<i>"I can't do that paragraph better."</i>
Suggesting changes	Advice	Suggesting a change that would require further thought and/or effort to implement.	<i>"I would make here a new paragraph about a new thing, like how to sew."</i>
	Correction	Providing a specific correction which would not require further thought or effort to implement	<i>"...no 's' there."</i>

Partner interaction	Agreeing	Agreeing that an issue exists; accepting a suggestion or correction.	<i>"Yeah. I could make it longer"</i>
	Disagreeing	Denying that an issue exists or presenting it as inconsequential; rejecting a suggestion or correction.	<i>"Hmmm. OK. I'm still not so sure."</i>
	Non-commitment	Not responding to partner's signals.	-
	Requesting advice (tutee only)	Asking tutor if they can find issues or make suggestions or corrections	<i>"So, what do you think about my essay?"</i>
	Clarifying (tutee only)	Answering questions about the text; clarifying unknown lexis; supporting pronunciation of unknown words	<i>"They are both fighter planes."</i>
	Justifying (tutee only)	Explaining own choices in writing	<i>"Miss A said I should write it."</i>
	Restating	Restating or explaining an issue or change more clearly or forcefully	<i>"...like I said before, maybe a new paragraph about how to sew..."</i>
	Praise (tutor only)	Praising the tutee or their work.	<i>"I thought this was a good paragraph"</i>
Marking issue or change	Using a finger or pen to draw attention to an issue or change	-	

LRE analysis enabled the identification of the aspects of language presented in TABLE. Discussion of the relevant aspects will follow in the signalling issues and suggesting change sections of this chapter.

Table 4

LRE types and frequency in issue-signalling (IS) and change-suggesting (CS)

Type	Aspect	Code	Definition and notes	total	IS	CS
Content and discourse	Length	LG	Text is too short or too long	22	16	6
	Missing content	MC	An expected item (e.g. from the rubric) is not present in the text; further elaboration is required.	8	5	3
	New content	NC	A new idea is suggested. (only in suggesting changes)	5	0	5
	Repeated content	RC	An argument or concept is repeated inappropriately. (only in signalling issues)	5	5	0
	Clarity	CL	Text is unclear or difficult to understand	6	4	2

	Text organisation	TO	Sentences, ideas, or paragraphs are not appropriately sequenced.	10	3	7
Lexis	Lexical choice	LX	A word is unknown, unclear, wrong, or inappropriate.	11	6	5
	Lexical repetition	LR	A word or phrase is overused.	7	4	3
	Spelling	SP	A word is spelt inappropriately.	8	5	3
Presentation and punctuation		PF	Inappropriate paragraph use, handwriting, indentation, spacing, or bold type.	10	7	3
Grammar		GR	Inappropriate use of grammatical form <i>(only in suggesting changes)</i>	2	0	2
Unknown		UK	Unknown: unable to categorise <i>(only in signalling issues)</i>	1	1	0
No Issues		NI	There is nothing (further) to discuss in this text or part of text.	28	28	0
		NFI				

Reading

The most time-consuming peer tutoring activity was *reading*, which learners always conducted aloud. Each dyad read the entire text, but varied in terms of reader organisation, alternation of reading, and whether learners read uninterrupted. Five sessions involved negotiation of reading, although additional negotiation could have occurred off-camera. Six sessions involved alternating readers after each paragraph, eight sessions involved the tutee reading every paragraph, and one involved the tutor reading every paragraph. Twelve sessions involved some interaction after each paragraph. All sessions that exceeded the mean number of 7.8 issue-signalling or change-suggesting LREs involved interaction after each paragraph or during paragraphs. PT-13 was the only session in which a reader was interrupted mid-paragraph.

Task organisation

Task organisation usually occurred with the first few turns of an interaction and incidences tended to be close together, as learners frequently responded with counter moves. The most striking result is how little evidence of organisation is present (see Table 5). The most frequent organisational move was announcing, a form of signposting that does not require interaction, intended to allow the announcer space to speak or to provide a topic of conversation when the announcer has no substantive feedback. Only two sessions featured

negotiated interaction (each representing only one pair of utterances) and only five included directing. Three sessions had no discernible task organisation.

Table 5

Task organisation

<u>Session</u>	<u>Announcing</u>	<u>Directing</u>	<u>Negotiating interaction</u>
PT-1	2	0	0
PT-2	5	0	0
PT-3	1	2	0
PT-4	1	4	0
PT-5	6	1	0
PT-6	3	0	1
PT-7	7	0	0
PT-8	8	0	0
PT-9	0	0	0
PT-10	0	0	0
PT-11	0	0	0
PT-12	8	0	0
PT-13	3	2	0
PT-14	1	0	1
PT-15	0	1	0

Signalling Issues

The peer tutoring activity with the most turns was *Signalling Issues*, with 84 LREs. This activity demonstrated a significant role-imbalance; 78 issue-signalling LREs were tutor-initiated (92.86%) and six (7.14%) were tutee-initiated. All fifteen sessions featured some form of tutor-initiated issue-signalling LRE. Five sessions also involved tutee-initiated issue-signalling (PT-4, PT-5, PT-10, PT-12, and PT-13). Issue signalling was not a pre-requisite for suggesting changes, but when both appeared, signalling issues almost exclusively occurred first. There were 28 *No Issues* signals (33.33%), the tutor suggested changes in 21 cases (25.00%) and there were three incidences where a tutee suggested changes to a signalled issue (3.57%). In 14 cases (16.67%; 11 tutors, 3 tutees) the other partner accepted the signalled issue without suggesting a change. In six cases (7.14%; five tutors, one tutee), the other partner rejected the signalled issue; in 12 cases (14.29%) it was unclear whether the partner

had accepted or rejected the signal. Findings about which aspects of language learners attended to during issue-signalling are presented in Table 6.

The most frequent type of issue-signalling LRE was *Content and Discourse*, accounting for 33 issue-signalling LREs (39.29% of all issue-signalling LREs): 30 tutor-initiated LREs (90.91% of issue-signalling *Content and Discourse* LREs; 35.71% of all issue-signalling LREs; 38.46% of tutor-initiated issue-signalling LREs) and three tutee-initiated LREs (9.09% of issue-signalling *Content and Discourse* LREs; 3.57% of all issue-signalling LREs; 50.00% of tutee-initiated issue-signalling LREs). Partners accepted ten signalled *Content and Discourse* issues (30.30%) and rejected five (15.15%), tutors suggested changes for eleven (33.33%) and tutees one (3.03%); six had unclear outcomes (18.18%).

The second most frequent LRE type was *Lexis*, featured 15 LREs (17.86% of all issue-signalling LREs): 13 tutor-initiated LREs (86.67% of issue-signalling *Lexis* LREs; 15.48% of all issue-signalling LREs; 16.67% of tutor-initiated issue-signalling LREs) and two tutee-initiated LREs (6.06% of issue-signalling *Lexis* LREs; 2.38% of all issue-signalling LREs; 33.33% of tutee-initiated issue-signalling LREs). Partners accepted two signalled *Lexis* issues (13.33%); tutors suggested changes for nine (60.00%) and tutees one (6.67%); three had unclear outcomes (20.00%).

Presentation and Punctuation comprised seven LREs (8.33% of all issue-signalling LREs), all tutor-initiated (8.97% of tutor-initiated issue-signalling LREs). Partners accepted one signalled *Presentation and Punctuation* issue (14.29%) and rejected one (14.29%), tutors suggested changes for one (14.29%) and tutees one (14.29%); three had unclear outcomes (42.86%).

Language appears to influence how partners signalled issues and attributed them during peer tutoring. Tutees only ever signalled *Length*, *Lexical Repetition*, and *Spelling* issues. Tutors attended to a broader mix of *Content and Discourse*, *Lexis*, and *Presentation and Punctuation* issues but favoured *Length*. No learner signalled *Grammar* or *New Content* issues. Tutors attributed all *Lexical Repetition* issues to the tutee, four of five *Repeated Content* issues, and three of five *Missing Content* issues. Tutors never attributed *Lexical Choice*, *Text Organisation*, *Clarity*, or *Spelling* issues to tutees. Tutees attributed an issue to themselves in three of six tutee-signalling incidents.

Table 6

LRE types and language aspect attended to during issue-signalling

<u>LRE</u>	<u>Aspect</u>	<u>Initiator</u>	<u>Accepted</u>	<u>Rejected</u>	<u>Tutor change</u>	<u>Tutee change</u>	<u>Unclear</u>
Content and discourse	Length	Tutor	5	3	4	0	1
		Tutee	1	1	1	0	0
	Missing content	Tutor	3	0	0	1	1
		Repeated content	Tutor	1	1	1	0
	Clarity	Tutor	0	0	2	0	2
	Text organisation	Tutor	0	0	3	0	0
Lexis	Lexical choice	Tutor	0	0	3	1	2
	Lexical repetition	Tutor	0	0	2	0	1
		Tutee	0	0	1	0	0
	Spelling	Tutor	1	0	3	0	0
		Tutee	1	0	0	0	0
Presentation and punctuation	Tutor	1	1	1	1	3	
Unknown	Tutee	1	0	0	0	0	
No Issues	Tutor	0	0	0	0	28	

Suggesting Changes

Suggesting Changes comprised 39 statements (see table), including 32 incidents of tutors suggesting changes (82.05%) and seven examples (17.94%) of tutees doing so. Nine sessions featured tutor suggestions (PT-1, PT-3, PT-4, PT-5, PT-6, PT-7, PT-8, PT-11, and PT-13) and three featured tutee suggestions (PT-3, PT-6, and PT-13). Across all change-suggesting LREs, partners accepted fourteen signalled issues (35.90%) and rejected nine (23.07%), tutors suggested further changes for one (2.56%) and tutees three (7.70%), and twelve had unclear outcomes (30.77%). The results indicate two forms of suggested change: a more implicit *advice*, requiring a change without specifying its form, and the more explicit and specific *correction*. Calls to action occurred 30 times and were present in each session involving suggesting changes. Of these, partners accepted twelve (40.00%), rejected eight (26.67%), and

seven (23.33%) produced unclear results; two (6.67%) led to further tutee-suggested change, and one (3.33%) led to further tutor-suggested change. Corrections featured only nine times: once each in PT-1 and PT-3, three times in PT-5, and four times in PT-13. There was one case of tutee-suggested correction. Five corrections led to unclear or noncommittal responses (55.56%) and partners accepted four (44.44%).

The most frequent type of change-suggesting LRE was *Content and Discourse*, accounting for 23 change-suggesting LREs (58.97% of all change-suggesting LREs): 19 tutor-initiated LREs (82.61% of change-suggesting *Content and Discourse* LREs; 48.72% of all change-suggesting LREs; 59.38% of tutor-initiated change-suggesting LREs) and four tutee-initiated LREs (17.39% of *Content and Discourse* LREs; 10.26% of all change-suggesting LREs; 57.14% of tutee-initiated change-suggesting LREs). Partners accepted seven *Content and Discourse* changes (30.43%) and rejected six (26.09%), tutees suggested further changes for two (8.70%), and eight had unclear outcomes (34.78%).

The second most frequent type of LRE was *Lexis*, accounting for 11 change-suggesting LREs (28% of all change-suggesting LREs): nine tutor-initiated change-suggesting LREs (81.82% of change-suggesting *Lexis* LREs; 23.08% of all change-suggesting LREs; 28.13% of tutor-initiated change-suggesting LREs), and two tutee-initiated change-suggesting LREs (8.70% of change-suggesting *Lexis* LREs; 5.13% of all change-suggesting LREs; 28.57% of tutee-initiated change-suggesting LREs). Partners accepted five suggested *Lexis* changes (45.45%) and rejected three (27.27%), tutees suggested further changes for one (9.09%), and two had unclear outcomes (18.18%).

Presentation and Punctuation accounted for three change-suggesting LREs (7.69% of all change-suggesting LREs): two tutor-initiated change-suggesting LREs (66.67% of change-suggesting *Presentation and Punctuation* LREs; 5.13% of all change-suggesting LREs; 6.25% of tutor-initiated change-suggesting LREs), and one tutee-initiated change-suggesting LRE (33.33% of change-suggesting *Presentation and Punctuation* LREs; 2.56% of all change-suggesting LREs; 14.29% of tutee-initiated change-suggesting LREs). The partner accepted one suggested *Presentation and Punctuation* change (33.33%), the tutor suggested a further change for one (33.33%), and one had an unclear outcome (33.33%).

Grammar accounted for two change-suggesting LREs (5.13% of all change-suggesting LREs), both tutor-initiated (6.25% of tutor-initiated change-suggesting LREs). The tutee accepted one suggested *Grammar* change (50.00%) and one had an unclear outcome (50.00%).

Language aspect appears to affect whether a learner accepts or rejects their partner's changes. Learners rejected 60.00% of *Lexical Choice* suggestions, all *Text Organisation* suggestions were unclear or rejected, and 83.33% of *Length* suggestions were rejected or unclear. Partners accepted all *Lexical Repetition* suggestions and 80.00% of *New Content* suggestions, with 20.00% leading to further partner suggestions. Learners in different roles appeared to concentrate their suggestions to certain language aspects; only tutors suggested changes for *Clarity*, *Text Organisation*, *Lexical Repetition*, *Spelling*, and *Grammar*.

Language aspect seemed to influence whether learners presented suggested changes as the tutee's responsibility. In total, 23 tutor suggestions (71.88% of all tutor-initiated change-suggesting LREs) positioned the change as the tutee's responsibility, as did four tutee suggestions (57.14% of all tutee-initiated change-suggesting LREs). Learners presented seven language aspect types exclusively or mostly in this way: all *Text Organisation* suggestions, all *Lexical Choice* suggestions, all *Lexical Repetition* suggestions, both *Clarity* suggestions, two of three *Presentation and Punctuation* suggestions, two of three *Missing Content* suggestions, three of five *New Content* suggestions. Three of six *Length* suggestions were the tutee's responsibility, but no *Spelling* or *Grammar* suggestions.

Table 7

LRE types and language aspect attended to during change-suggesting

<u>LRE</u>	<u>Aspect</u>	<u>Initiator</u>	<u>Accepted</u>	<u>Rejected</u>	<u>Tutor change</u>	<u>Tutee change</u>	<u>Unclear</u>
Content and discourse	Length	Tutor	1	2	0	0	2
		Tutee	0	1	0	0	0
	Missing content	Tutor	0	0	0	1	1
		Tutee	1	0	0	0	0
	New content	Tutor	2	0	0	1	0
		Tutee	2	0	0	0	0
Clarity	Tutor	1	1	0	0	0	
Text organisation	Tutor	0	2	0	0	5	
Lexis	Lexical choice	Tutor	0	2	0	1	0
		Tutee	1	1	0	0	0

Lexical repetition	Tutor	3	0	0	0	0
Spelling	Tutor	1	0	0	0	2
Presentation and punctuation	Tutor	1	0	0	0	1
	Tutee	0	0	1	0	0
Grammar	Tutor	1	0	0	0	1

Partner Interaction

In addition to the three ultimate responses to partners' issue signalling or suggested changes covered previously as outcomes (*agreeing, disagreeing, and non-commitment*), analysis of peer tutoring transcripts indicated six other partner interaction strategies: requesting advice, clarifying, justifying, restating, praise, and marking. The term *partner interaction* rather than 'scaffolding' or 'collaboration' acknowledges that interaction does not always equate to collaboration (Donato, 2004), and acknowledges that *indicating issues* and *suggesting changes* also feature scaffolding. Table 8 gives an overview of which strategies features in which sessions, and TABLE summarises the issue-signalling and change-suggesting LREs where partner interaction strategies occurred. All of these strategies happened during issue-signalling or change-suggesting activities except for two instances of clarifying, which occurred during reading in PT-13. This was also the only session to feature all partner interaction strategies.

Table 8

Partner interaction strategies

<u>Session</u>	<u>Requesting advice</u>	<u>Clarifying</u>	<u>Justifying</u>	<u>Restating</u>	<u>Praise</u>	<u>Marking</u>
PT-1	0	1	2	3	1	2
PT-2	4	1	4	2	3	0
PT-3	0	0	4	4	2	2
PT-4	2	0	0	1	1	1
PT-5	0	1	0	0	3	1
PT-6	0	0	1	2	2	0
PT-7	1	0	3	2	6	0
PT-8	0	0	0	1	5	0
PT-9	0	0	0	0	2	0
PT-10	0	0	0	0	7	0

PT-11	0	1	3	6	5	0
PT-12	0	0	1	0	5	1
PT-13	4	2	7	10	6	5
PT-14	0	0	0	0	3	0
PT-15	1	0	0	0	1	0

Across five sessions, there were twelve instances of tutees *Requesting Advice*. Nearly all instances happened in response to or to pre-empt poor feedback, including cases where a partner had signalled *No Issues*, read too much at once, used *Announcing* as an alternative to feedback, or suggested overly vague changes. Six requests (50.00%) resulted in *No Issues* signals from the tutor.

Tutees provided six instances of *Clarification* in five sessions, four (66.67%) of which occurred during issue-signalling or change-suggesting LREs and two (33.33%; both in PT-13) happened during reading. One instance (16.67%) was to correct a tutor's misunderstanding about the length of the text and the other five (83.33%) related to new or unfamiliar lexical items.

Tutee-exclusive *Justifying* and tutor-exclusive *Restating* tended to co-occur and repeat within an LRE, as tutees defended their argument and tutors re-emphasised or reformulated feedback. Of 25 cases of *Justifying* across eight sessions, eight (32.00%) led to further tutee suggestions, five (20.00%) led to tutees declining feedback, five (20.00%) led to unclear outcomes, four (16.00%) led to tutees accepting tutors' feedback, and three (12.00%) led to further tutor suggestions. *Justifying* appear to co-occur particularly with issue-signalling *Text Organisation* (100%) and *Missing Content* (60.00%) LREs. Tutor *Restating* would appear to be more frequent and more effective; of 31 cases across nine sessions, thirteen (41.92%) resulted in tutees agreeing, seven (22.59%) ended in disagreement, six (19.36%) led to tutees suggesting changes, tutors proposed four (12.90%) changes, and one (3.27%) outcome was unclear. *Restating* occurred most during change-suggesting *New Content* LREs.

With 52 cases, *Praise* was the most frequent partner interaction strategy despite being tutor-exclusive. It was the only partner interaction strategy present in each session. The most frequent LRE type associated with *Praise* was *No Issues*, which featured praising in 23 cases (82.14%). *Praise* also tended to co-occur with issue-signalling *Length* LREs, where it was present in 10 cases (62.50%), and issue-signalling *Repeated Content* LREs, where it was present in three cases (60.00%).

Although all LREs represent an oral form of marking, learners also used more explicit *Marking* strategies in twelve cases across six sessions. Eight of these (66.67%) involved the use of a finger to draw the partner's attention and four (33.33%) involved the use of a pen or highlighter to leave a permanent mark. *Marking* was most implicated in issue-signalling and change-suggesting *Presentation and Punctuation* LREs.

Table 9

Partner interaction strategy (PIS) occurrence as a percentage of each language aspect LRE

<u>PIS</u>	<u>Language aspect</u>	<u>Total</u>	<u>Issue- signalling</u>	<u>Change- suggesting</u>
Requesting Advice	No Issues	6 (21.43%)	6 (21.43%)	-
	Length	2 (9.09%)	2 (12.50%)	-
	New content	1 (20.00%)	-	1 (20.00%)
	Repeated Content	1 (20.00%)	1 (20.00%)	-
	Lexical Choice	1 (9.09%)	-	1 (20.00%)
	Lexical Repetition	2 (28.57%)	1 (25.00%)	1 (33.33%)
Clarifying	No Issues	1 (3.57%)	1 (3.57%)	-
	Missing Content	1 (12.50%)	-	1 (33.00%)
	Lexical Choice	2 (18.18%)	2 (33.33%)	-
	Reading	2	-	-
Justifying	Length	3 (13.64%)	3 (18.75%)	-
	Missing Content	4 (50.00%)	3 (60.00%)	1 (33.33%)
	Repeated Content	1 (20.00%)	1 (20.00%)	-
	Clarity	2 (33.00%)	1 (25.00%)	1 (50.00%)
	Text Organisation	3 (30.00%)	3 (100.00%)	-
	Lexical Choice	1 (9.09%)	1 (16.67%)	-
	Lexical Repetition	1 (14.29%)	1 (25.00%)	-
	Presentation and Punctuation	3 (30.00%)	3 (42.86%)	-
Restating	Length	3 (13.64%)	1 (6.25%)	2 (33.33%)
	Missing Content	3 (37.50%)	3 (60.00%)	-
	New content	3 (60.00%)	-	3 (60.00%)
	Repeated Content	1 (20.00%)	1 (20.00%)	-
	Clarity	1 (16.67%)	-	1 (50.00%)
	Text Organisation	3 (30.00%)	2 (66.67%)	1 (14.29%)
	Lexical Choice	2 (18.18%)	1 (16.67%)	1 (20.00%)
	Lexical Repetition	2 (28.57%)	1 (25.00%)	1 (33.33%)
	Presentation and Punctuation	3 (30.00%)	2 (28.57%)	1 (33.33%)
Praise	No Issues	23 (82.14%)	23 (82.14%)	-
	Length	10 (45.45%)	10 (62.5%)	-
	Missing Content	4 (50.00%)	3 (60.00%)	1 (33.33%)
	New content	1 (20.00%)	-	1 (20.00%)
	Repeated Content	3 (60.00%)	3 (60.00%)	-
	Clarity	1 (16.67%)	1 (25.00%)	-
	Text Organisation	2 (20.00%)	2 (66.67%)	-
	Lexical Choice	1 (9.09%)	-	1 (20.00%)
	Lexical Repetition	2 (28.57%)	2 (50.00%)	-
	Spelling	2 (25.00%)	2 (40.00%)	-

	Presentation and Punctuation	2 (20.00%)	1 (14.29%)	1 (33.33%)
	Grammar	1 (50.00%)	-	1 (50.00%)
Marking	Text Organisation	2 (20.00%)	1 (33.33%)	1 (14.29%)
	Lexical Choice	1 (9.09%)	1 (16.67%)	-
	Lexical Repetition	1 (14.29%)	1 (25.00%)	-
	Spelling	1 (12.50%)	1 (20.00%)	-
	Presentation and Punctuation	6 (60.00%)	4 (57.14%)	2 (66.66%)
	Unknown	1 (100.00%)	1 (100.00%)	-

Discussion.

Equality and mutuality.

One defining feature of peer tutoring in this context was the persistent imbalance between the tutor and tutee roles, visible across all activities, supporting Damon and Phelps's (1989) depiction of peer tutoring as an activity low in equality and of low to moderate mutuality. Non-collaborative interaction patterns dominate (Storch, 2001, 2002; Watanabe & Storch, 2007), including ones which appear to be passive/passive (low equality, low participation, low mutuality, as in PT-15) and hostile/novice (low equality, low affective involvement, low mutuality; as in PT-3, PT-4). This suggests that a fuller understanding of young learner's collaborative orientation patterns would require further dimensions of analysis, such as affective involvement and overall participation.

The results concerning mutuality and equality in this study are stark; tutors read alone in 53.00% of sessions, signalled 92.00% of issues, and suggested 84.00% of changes, indicating very low equality. The use of partner interaction strategies provide some evidence of mutuality, particularly those incidents with repeated *Justifying* and *Restating* moves, although tutor-initiated *Restating* outnumbered tutee-initiated *Justifying*. It was common to find examples of tutors signalling issues and suggesting changes, but there were only ten incidents of a participant suggesting a change following their partner's contribution (five each for tutors and tutees), of which eight came from PT-13. Longer patterns were even more uncommon; there were only two examples where a tutor signalled an issue, the tutee suggested a change, and the tutor suggested another change, both in PT-13. Tutees therefore seemed to play a marginal role in the process, limited in most instances to accepting or rejecting the tutor's feedback before the conversation moved on, as demonstrated in the following example (edited to remove reading):

Violet "Wild animal instinct" – that's the wrong spelling.

So no 's' there.

Low mutuality and equality was usually evident even before dyads began reading; although 33.33% of dyads negotiated reading to some extent and there was some spontaneous mark-making negotiation, there was a dearth of discussion about task procedures, goals, or desired feedback. Likewise, there was no evaluation of the effectiveness of peer tutoring sessions, making it difficult to identify intersubjectivity. During sessions, the many amiable interactions with copious praise provided little in the way of meaningful communication for their partner to engage in, nor did the amount of non-committal or short, affirmative tutee responses. One reason for the low collaboration could be the lack of opportunities for shared composing, writing comments, and copying (cf. Guerrero & Villamil, 1994, 1996). The present study also lacked explicit direction or resources for object-regulation (e.g. revision guidelines, paper for co-composition, sticky notes; cf. Tang & Tithecott, 1999).

The low equality and mutuality appears to substantiate the 'intrinsically unequal' (Damon & Phelps, 1989, p. 11) relationships inherent in the tutor and tutee roles, whose unequal power, knowledge or abilities (Topping, Buchs, Duran, & van Keer, 2017) can limit opportunities for equitable interaction. This resulted in the lack of role interchangeability (cf. Guerrero & Villamil, 1994), present only in PT-1, PT-5, and PT-13, likely reducing the benefits of peer tutoring for both partners. The concept of 'role' can include behaviours, expectations, attitudes, obligations, privileges, and status (Goffman, 1956); some learners displayed differences when they adopted the tutor and tutees roles, compared to their normal classroom mode. Many tutors became more authoritative, assuming control over the interaction, a condition previously identified as non-collaborative (Guerrero & Villamil, 1994; Storch, 2002). Tutees generally expected the tutor to direct interactions and respond to their questions (cf. Forman & Cazden, 1985; Storch, 2002). When people adopt a role, they can adapt to reflect perceived role obligations or characteristics, even when role assignment is random (Bierman & Furman, 1981; Falchikov & Blythman, 2003; Tajfel & Fraser, 1978).

Socio-cognitive activities.

Students in this study engaged in reading, task organisation, signalling issues, suggesting changes, and partner interaction. These activities were fluid and dynamic, with a wide range of practices and behaviours contained within each activity and considerable variable between individuals and dyads.

Each dyad chose to read aloud, although this was not a task requirement; the demands of the Exhibition process might account for the minimal preparation. It might also be that reading aloud helps establish a collaborative frame (Aljaafreh & Lantolf, 1994) for the session, or a logical framework for working through a text. One drawback to this approach is the large number of episodes where dyads discussed a single issue from each paragraph, as in the following example (edited to remove unnecessary text):

Pam ((reads first paragraph))

Violet So there, I didn't understand the word "similar biologic complexity" – what does that mean?

Pam So it's something in your body that animals and humans have.

Violet OK, so let me read that sentence again. Ah, now I get it. So now I'm going to read the second paragraph.

((reads second paragraph))

PT-5

Other than PT-13, which eschewed the paragraph as basic unit of reading, there were very few examples of dyads addressing multiple issues per paragraph (PT-5, PT-6, and PT-11). Most of the explicit *Marking* incidents happened during PT-13, suggesting that might be an effective strategy at overcoming the challenge of addressing multiple issues in one paragraph.

Contrary to my perception of peer tutoring as a tool for providing timely and comprehensible feedback to learners, the learners' primary goal in their peer tutoring sessions appeared to be signalling issues rather than suggesting changes, with significantly more LREs than change suggestions, even excluding *No Issues* signals. This matches adult SLA research findings that adult learners pointed to trouble sources more than dealing with them (Villamil & Guerrero, 1996; Tang & Tithecott, 1999). The large number of issue-signalling actions with unclear outcomes suggests that tutees expect tutors to provide this feedback, hence receiving it without comment. The act of issue signalling corresponds to step seven on Aljaafreh and Lantolf's (1994) regulatory scale, and learners' frequent attempts to suggest changes or accept issues suggests that scaffolding has occurred, as in the episode below:

Violet OK. So I thought this paragraph was also very argumentative, that's good, but look, 'tiring' – I think the spelling is wrong, I'm not sure.

Abigail ((Abigail highlights the uncertain spelling))

PT-12

Even when tutees were reluctant to accept signalled issues (in this case referring to the unchallengeable authority of another teacher), there is evidence that *Restating* can lead to some acceptance:

Anna So we speak now about it.

Like here ((gestures at page)), therefore – that’s wrong. Should I highlight it? I think it’s a good one but I’m not sure about these words!

Storm Miss A. said I should write it.

Anna Oh. Miss A. say the words to you?

Storm Yes.

Anna Yeah, because they don’t feel like it’s you writing the words.

Storm Miss A. said I should change some words in it.

Anna And then you look for some new words.

Storm Yes

PT-3

In focus group discussions, students commented that they were not responsible for their partner’s response to their feedback and it was the tutee’s responsibility to improve their work. Indeed, there was only one instance (PT-13) of a tutee challenging their tutor to justify the signalled issue, forcing the dyad to suggest changes.

One new finding from this study is the importance of indicating no issues, which accounts for 25.00% of all tutor-initiated issue-signalling actions. Although some tutors presented this as their inability to identify an issue, in most cases they framed this signal positively to mean that further revision of the affected section of text is not necessary, as in the following example:

Violet So, I thought your introduction was good and it also said like what therapeutic animals are and how much it costs so I think your introduction is pretty good.

PT-12

Doing so allows the tutee to concentrate subsequent revision efforts on other portions of the text. Learners used some of these signals pragmatically to indicate the speaker wished to stop talking about the current paragraph and move on, as in the following example:

Alexej OK. That was a good paragraph, but it was a little bit shorter than the other paragraphs.

Clark Yeah. I could make it longer-

Alexej But it was still good.

Clark OK. ((reads third PEEL paragraph))

PT-8

During the suggesting changes activity, advice dominated over more explicit correction (Aljaafreh & Lantolf, 1994), suggesting that scaffolding did occur during change suggesting (Section 4.2 explores this in more detail). Nevertheless, the low equality and mutuality and limited number of partner interaction turns imply that, as well as mediation being non-dialogic, students would have struggled to provide graduated and contingent mediation. Indeed, many suggested changes were vague and unhelpful, such in the following example:

Pam I would give more interesting and more important information in the introduction.

PT-11

The challenge of providing effective scaffolding is particularly apparent in light of the brevity of most sessions, with a mean duration of seven minutes and eight seconds. Providing scaffolded feedback is more time consuming than non-scaffolded feedback (Erlam, Ellis, & Batstone, 2013), and it is difficult to see how this could occur alongside reading an entire text in such a short time.

The change-suggesting process was overwhelmingly reactive, involving responding to existing ideas in the text rather than generating new content; the *New Content* category of suggested changes featured only five incidences, two of which arose within the same LRE. There are no examples of learners suggesting specific new or more varied lexical items, grammatical structures, or presentation and punctuation types. Instead, most change-suggesting moves related to changing existing text, as in the following example:

- Alexej ((reads PEEL paragraph four))
- Abigail So that's one thing I don't really understand. So those two are FOR your statement...
- Alexej FOR ((indicates paragraphs)) ...
AGAINST ((indicates paragraphs)) ...
- Abigail Why is that against?
- Alexej Because it doesn't interest them because many people died and they don't want to learn about that.
- Abigail It's just a tip, but if you have many people died as your point, then that ((indicates text)) should be your point maybe, something like that is more connected to this ((indicates text)).

PT-1

Language aspect.

I had expected that students would attend to a mix of local and global issues, as in Mendonça and Johnson's (1994) study, but that grammar would feature among the local issues as the class frequently discusses grammar issues during language arts instruction. Students identified some local lexical and spelling issues, which were highly likely to lead to suggested changes. However, students identified no grammar issues (cf. McGroarty & Zhu, 1997) and suggested few Presentation and Punctuation changes. Learners mainly focused on content and discourse areas, most particularly identifying areas of inappropriate length. The language aspect ranking remained stable between the issue-signalling and change-suggesting activities, although content and discourse issues were more prevalent in the change suggesting activity. One potential explanation lies in the view repeatedly expressed during the diamond activity and focus group sessions that students did not value feedback on issues they could identify themselves and preferred feedback to deal with the more challenging aspects of writing. It could also be that some aspects of language are more immediately salient; some tutors signalled *Length* issues even before reading the text. However, feedback quantity is not indicative of quality; proposed solutions to *Length* issues ranged from a suggestion to move a sentence from a longer paragraph to pad out a shorter paragraph, losing coherence and cohesion, to well-argued advice on how to reformulate problem paragraphs or expand ideas

into new paragraphs. Further study would be required to assess the relative quality of student feedback in terms of language aspect.

Affect and praise.

Learners placed significant value on affective factors throughout this process, as in Guerrero and Villamil's (1994) study. In the diamond activity, 'listening to each other' and 'being respectful' ranked top, higher than third-placed 'saying what to do better'. The importance of respecting other learners' affective states is the likely reason why so few issue-signalling LREs refer to the tutee's actions, and those that do are limited to only certain issue types. Likewise, the probable basis for the dominance of statements over questions across all LREs is because statements are likely to be less accusatory and damaging to affective relationships. In stimulated recall interviews, students repeatedly mentioned wishing to avoid hurting others' feelings or having a sense that they wished to avoid only giving negative feedback. Affective involvement (Feuerstein & Feuerstein, 1991; Lidz, 2002) is thus also a plausible explanation for the high frequency of praise in peer tutoring interactions. This appears to be an effective method of controlling frustration and maintaining goal direction (Wood, Bruner, & Ross, 1976).

Praise appears to serve two distinct functions. The key distinction appears to be between *No Issues* praise signals and the use of praise to modify perceived criticism in issue-signalling and change-suggesting actions. The following exchange is indicative of many, where the tutor uses praise instead of an explicit *No Issues* signal, only issuing that signal only when the tutee pushes:

Alexej OK, but I think that's a good paragraph, it gave me lots of information that I didn't even know and you used good words in it.

Abigail OK. Do you still have tips?

Alexej Maybe you can... No, not really.

PT-2

When praise combined with a *No Issues* signal, it is likely to serve an intensifying purpose, as opposed to the moderating purpose it appears to demonstrate when accompanying other issues- signalling or change-suggesting actions. In 25 of 29 instances, criticism-modifying praise signals came before the relevant feedback, including all of the change-suggesting praise signals; it is likely that tutors express praise in this way to make the tutee more receptive to the subsequent criticism.

Conclusion to revision activities and language aspects.

Peer tutoring in this class was a form of interaction, but this seldom rose to the level of genuine collaboration (Donato, 2004) because of the low levels of mutuality and equality (Damon & Phelps, 1989). Instead, the process was unidirectional (Topping, 2017), focussed almost exclusively on the narrow objective of finding issues already present in the text and thus lacking a transcendence (Feuerstein & Feuerstein, 1991; Lidz, 2002). This narrow focus limited opportunities for effective mediation or the generation of new ideas.

Mediating Strategies

One peer tutoring session (PT-13) repeatedly defied the pattern of limited collaboration and co-construction, offering a rich example of the depth of collaboration possible in this setting. It is for this reason that the examination of the third research question into the mediating strategies employed by a dyad of young learners during peer tutoring will consist of a microgenetic analysis (Vygotsky, 1938/1978; Guerrero & Villamil, 2000) focused exclusively on this session.

Episode one.

This introductory episode establishes the parameters for a successful peer tutoring session.

1. A: Hello Blossom.
2. B: Hello Anna. So, what's your title?
3. A: My title is: *"Factory farming: how much should animals suffer for cheap meat?"*
So, should I read the introduction?
4. B: Sure, if you want. You wrote much!

The students greet each other and Blossom mimics Anna's body language, a form of contingent responsivity (Lidz, 2002) supporting the establishment of a dialogic, collaborative frame (Aljaafreh & Lantolf, 1994) for the subsequent session, transcending (Lidz, 2002) the immediate goals of improving Anna's text. Although Blossom already knew the title, asking serves to recruit interest in and adherence to the requirements of the task (Wood, Bruner, & Ross, 1976), ensuring that dialogue remains on-task by creating an opportunity for Anna to share.

Blossom supports the development of a collaborative orientation (Storch, 2002) by framing the reading as Anna's choice, promoting equality (Damon & Phelps, 1989) within the dyad by rejecting a unilateral flow of direction, while encouraging and affective involvement

(Lidz, 2002) through her use of friendly, informal language. This contingent response (ibid; Aljaafreh & Lantolf, 1994) maintains goal direction (Wood, Bruner, & Ross, 1976) and promotes self-regulation by rewarding independence. Blossom notices the extent Anna's work and praises her (Lidz, 2002). Stimulated recall indicated that Blossom felt this compared favourably with her work. This comparison remained unspoken during the peer tutoring session, an example of *psychological differentiation* (ibid).

Episode two.

This episode shows the tutee co-constructing a response following unsatisfactory mediation.

- 5 A: So, what do you think?
- 6 B: So I thought your introduction was good, but it could be a little longer maybe.
- 7 A: Longer, yeah. What do you think I could write there? What questions do you have when you...?
- 8 B: Maybe... wait, let me see again. Maybe what's important.
- 9 A: Maybe why should we be care?
- 10 B: Yeah, like what are factory farmed animals?
- 11 A: That's good.
- 12 B: What do they have to do? For what are they there? Like maybe a little bit what is it. I know you have what factory farming is but maybe you could have which animals are in factory farming mostly.
- 13 A: There are most these animals who we eat, but not like kangaroos...
- 14 B: Or dogs!
- 15 A: It is mostly chicken, pigs, beef, and other animals too so.

Blossom's stimulated recall interview indicated that she felt this paragraph was too short, but she appears reluctant to criticise and blunts the criticism with praise. Most other dyads observed would move on here. However, Anna's tutee reciprocation (Poehner, 2008) manifests as proactive participation and she requests elaboration, suggesting that negative feedback has increased her awareness of her performance and activated her ZPD as she seeks an optimistic alternative (Feuerstein & Feuerstein, 1991) to the challenge (Lidz, 2002). She shows intentionality and reciprocity by asking further questions to express her intended

meaning. The dialogic nature of the collaboration (Aljaafreh & Lantolf, 1994) has allowed the tutee to adjust the regulation received.

As Blossom seeks a contingent response (ibid), Anna models solutions (Wood, Bruner, & Ross, 1976). Her initial solution appears malformed and potentially represents regression, so Blossom responds with her own solution. Anna responds with praise, encouraging continued co-construction (Foster & Ohta, 2005). Both students identify as animal lovers; the suggestion of a kangaroo therefore appears intended to deepen affective involvement rather than being a serious change suggestion. It therefore transcends the task requirements and represents *mediation of the feeling of belonging* to that group (Feuerstein & Feuerstein, 1991). Anna then maintains goal direction (Wood, Bruner, & Ross, 1976) by providing a more conventional response to the original question. Anna's actions in this episode provides concrete examples how tutee reciprocity can aid in a mediated learning experience (Feuerstein & Feuerstein, 1991).

Episode three.

This episode provides an example of highly explicit mediation and its contingent withdrawal.

- 20 B: Anna you have to put these spaces in, because now I can't see from which paragraph to which paragraph. ((Blossom appear to mean indentation))
- 21 A: But the teacher didn't said we need to have them.
- 22 B: Yes, we need them. Or else we don't see which paragraph is which.
- 23 A: Oh, then OK I will make it.
- 24 B: Maybe you could highlight it? Wait, can I have it? ((reaches for the highlighter))
- 25 A: You want the pink, yeah?
- 26 B: It's just till here ((marks page))... and this is a paragraph too, right?
- 27 A: That... wait... I did it like when you have a new paragraph, it's 'factory farmed' blah blah blah, then you have a space, then the new paragraph comes.
- 28 B: OK.
- 29 A: And space, and next paragraph.
- 30 B: OK. So let me just read it.

The stimulated recall interview revealed that Blossom felt the inconsistent spacing needed correcting, but Anna did not appreciate this. Blossom therefore provided the correct form and some explanation for it, representing the tenth and eleventh steps on Aljaafreh and Lantolf's (1994) twelve-point regulatory scale. Anna rejects this mediation as unnecessary, which could be evidence of growing self-regulation (see Guerrero and Villamil, 2000). In response, Blossom changes the other-regulation she provides; reformulating her explanation (step 11) in a more generalised and less personal manner, which might help control frustration (Wood, Brunner, & Ross, 1976). She engages in task regulation (Lidz, 2002) by asking Anna mark critical features (Wood, Brunner, & Ross, 1976). The difficulty in providing quality mediation (Ellis, 2010) is visible as Blossom marks the critical features herself, step twelve on Aljaafreh and Lantolf's (1994) scale. As she marks, Anna explains her approach, demonstrating that she understands the need to mark out paragraphs. Blossom shows contingent mediation (Aljaafreh & Lantolf, 1994) by withdrawing support and maintains goal direction (Wood, Bruner, & Ross, 1976) by reading further.

Episode four.

This episode involves collective scaffolding (Donato, 2004).

- 30 B: *"One kilo of factory farmed... minced..."* ((Blossom mispronounces it /'m:ainsd/))
What's that?
- 31 A: Minced ((/'m:ainsd/)) meat is, you know, meat that is like you miced ((/'m:aisd/)) it in the mice (laughs), so not the mice to eat, you have like the machine you put the meat in, it's making it pretty small.
- 32 B: So it's just making the meat smaller?
- 33 A: Ja, it's like this. In German I think it's called... How it's called. I forgot how it's called.
- 34 B: *"minced beef at Penny and Marktkauf costs just five euros and ninety-nine cents. At a organic... butcher"* ((Blossom mispronounces it /'bətʃə/))
- 35 A: Butcher ((pronounced correctly as /'bətʃə/)) is you know the one who is killing the food.

Blossom requests clarification (Long, 1996; Lyster & Ranta, 1997), signalling a reversal in the tutor and tutee roles (Ohta, 2001) as Anna attempts to explain. In connecting her pronunciation of 'minced' and the word 'mice', Anna engages in language play (Broner & Tarone, 2001), sharing her intrinsic enjoyment of the sound the words make and the absurdity of the imagined situation. An analysis of cues such as the presence of laughter, lack of

reduction in volume, apparent fictional world of reference, and utterance in front of an audience indicate that this is most probably an example of ludic language play (Cook, 1997) rather than private speech, to transcend the task and promote affective involvement. Anna attempts to resolve the issue by making contingent use (Aljaafreh & Lantolf, 1994) of their shared German language skills. Both girls are strong L2 German speakers; this suggests that additional L2s can serve to regulate task (cf. Guerrero & Villamil, 2000's contingent L1 findings). Blossom encounters another pronunciation difficulty, which Anna responds to with an unprompted explanation subtly incorporating the correct pronunciation, a contribution that transcends the session's immediate goals (Feuerstein & Feuerstein, 1991). She attempts to provide further explicit regulation, having perhaps misjudged Blossom's contingent need, but Blossom rejects this and maintains a stricter task focus (Wood, Bruner, & Ross, 1976) by reading further.

Episode five.

This episode demonstrates young learners responding differently to repeated errors in the mediation process.

38 B: Anna, I have a question – why is here the space so big and here not?

39 A: Oh! Probably I didn't see that.

40 B: Is that a new paragraph, 'cause it looks like that?

41 A: No. They need to be like that ((indicates previous section)), but here it stand wrong.

42 B: OK.

Blossom identifies a recurrence of the spacing issue with a question, corresponding to step seven on Aljaafreh and Lantolf's (1994) regulatory scale, a less explicit form of mediation than the previous incidence. Blossom's use of a question requires an answer, reducing the degrees of freedom to simply the task (Wood, Bruner, & Ross, 1976). Blossom rejects Anna's justification (step eight on the regulatory scale) and asks a question with an inherent clue (step nine on the regulatory scale), a form of task regulation that allows Anna to demonstrate competence, mastery, and change in her learning (Lidz, 2002).

Episode six.

This episode shows the tutor reformulating rejected feedback to account for tutee concerns.

45 A: So what do you think about?

- 46 B: So, I thought this had much detail and it's good that you put these numbers, like how much it cost in it, but I think you could also put what does minced mean, because I didn't know it and if I don't know it I don't think the smaller children will know it.
- 47 A: Maybe I can put some German words too in it.
- 48 B: Maybe you could put what it is. Maybe you could put something like Penny and Marktkauf is a shop or a store, maybe you could put that in it.
- 49 A: Maybe shop, like a market, supermarket.
- 50 B: Just leave the shop, but maybe you could write Penny and Marktkauf, they're a shop.
- 51 A: They know that probably. Marktkauf, MARKTkauf!
((('Markt' is German for 'shop')))
- 52 B: Marktkauf maybe but not Penny. And there was butcher, but I know what butcher was but I didn't know the English word for it.

Anna demonstrates continued proactive participation (Poehner, 2008) by requesting feedback. Blossom responds with praise, specifying what was good (Lidz, 2002) and providing suggestions. Anna negotiates whether to include German words, which Blossom rejects. She appears to feel that Anna is capable of fixing this herself and thus contingently does not provide a complete answer (Aljaafreh & Lantolf, 1994), maintaining *challenge* (Lidz, 2002). Anna maintains her proactive role by declining some of the advice using L1 resources to explain how her audience will recognise the lexis. Blossom modifies her advice as a result, leading to negotiated mediation that is more relevant than her original suggestion (Vygotsky, 1938/1978).

Episode seven.

This session demonstrates how tutors can make intratextual connections while mediating, but suggests there might be a performance cost.

- 53 A: ((Anna reads))

I think... do you understand what I mean? This happens when... I read that again:

"furthermore, the pigs' tails get cut off"
- 54 B: Maybe just leave the pig's tails.
- 55 A: Now I understand, OK.

((Anna reads))

What do you think about that?

- 56 B: So, this was also good, but this one was shorter than the other one.
- 57 A: Yeah. I didn't find it... so, I have much information but it's.... yeah, I don't have a bit more.
- 58 B: So, Anna, I have a question. What's your statement?
- 59 A: 'Factory farmed animals should have better lives.'
- Maybe I can say that in the introduction!
- 60 B: You have to do that, because I didn't hear it or see it. That's why I asked.
- 61 A: OK, then, that's the next part.

Anna becomes confused while reading and seeks help (Poehner, 2008). Blossom suggests omitting the passage rather than clarifying the confusing aspect, which would seem to be a regression (Guerrero & Villamil, 2000) in her mediating behaviour. Blossom's stimulated recall interview implied that she was concentrating on a problem she had identified, and her response is vague. This imprecise mediation confirms the section was insufficient, and its inherent challenge (Lidz, 2002) is likely to be enough to sustain the ZPD.

Blossom then raises the issue she had been thinking about: the lack of a focus statement, which 'came into my head' because she was wondering how the farmer's contribution related to the rest of the text. Most peer tutoring sessions focussed exclusively on the most recently read paragraph; this interaction demonstrates how committed students can transcend (Lidz, 2002) the paragraph in front of them to think about other parts of a text and mediate in an 'irregular and dynamic' (Guerrero & Villamil, 2000, p. 65) fashion.

Episode eight.

This session provides contrastive insights into when a young tutor might choose to provide the correct response rather than scaffold or co-construct, and when they might use a highly implicit form of mediation.

- 68 B: So!
- "They also need a lot of...anti..."*
- I can't say that!
- 69 A: Antibiotics.
- 70 B: ((Blossom reads))

- illnesses can learns how to..."

I think the 'S' needs to go away.

71 A: Where are you? Ah ja, you're right.

Blossom notices a grammatical error and immediately corrects it. Such explicit (Aljaafreh & Lantolf, 1994) regulation could indicate insufficient psychological differentiation by removing the tutee's opportunity to learn, but Anna accepted this move. When we discussed errors like this in the focus group discussion, most students felt that there was only limited value in discussing them. Less explicit mediation moves might therefore not be a contingent response (Lidz, 2002) and could detract from the intersubjectivity (Guerrero & Villamil, 2000) of the collaboration.

Episode nine.

This episode demonstrates that when implicit mediation fails, young learners can apply multiple, progressively more explicit mediating strategies.

74 B: That.

75 A: That what?

76 B: You had a point there.

77 A: ((looks at paper))

78 B: Here is a point. ((Blossom highlights the word and shows Anna))

79 A: Maybe that should go away, and then another point should come.

80 B: Maybe we... lets how about 'how to beat antibiotics', and then put ((laughs)) this in another sentence, OK?

81 A: Yeah.

82 B: And then do the point. So leave the point there, and do another sentence with 'that'.

Blossom identifies a sentence ending inappropriately and responds with focused reading of the error, step two of Aljaafreh and Lantolf's (1994) regulatory scale. When Anna misunderstands this intervention, Blossom increases the explicitness of her mediation by pinpointing the nature of the error (step six), then identifying the error (step seven) and marks it to highlight meaning (Lidz, 2002). Blossom rejects Anna's response (step eight) and suggests removing the word to an unspecified other sentence. However, Blossom maintains an illusion

that her correction has been co-constructed, suggesting that young learners can perceive the affective value in contributing to co-constructed language. She restates the necessary steps but leaves open the challenge of the problematic word 'that'.

Episode ten.

In this episode, the tutee begins to exhibit reduced reciprocity and engagement with tutor suggestions.

84 B: ((Blossom reads))

What are they exactly, hormones?

85 A: Hormones is like they give you medicine, like you get bigger.

86 B: Maybe you could also write what hormones is, and antibiotics.

87 A: I will then tell a person when they don't know that.

88 B: Because I don't think people will know that, like I know what antibiotics is because I used them...

89 A: Everyone used them...

90 B: But I don't know what hormones is.

91 A: Yeah, that's OK, yeah.

92 B: *"... to the animals, so they get bigger – more meat. Most of them can't carry their own weight."*

So I thought this was a good paragraph, but I think this one was really long

93 A: Yeah, but it's much information and I think it's OK that it's so long.

This is the third time in the conversation (after approximately 12 minutes) that Blossom has made a clarification request when faced with an unfamiliar word, suggesting that Foster and Ohta's (2005) finding that learners produce comparatively few negotiation-for-meaning moves during interactive tasks might not hold for writing-focussed peer tutoring involving young learners. Foster and Ohta's (2005) research involved adults using exclusively oral language during communicative tasks; the discrepancy could be due to age differences, the use of written text, or the increased salience of meaning (Feuerstein & Feuerstein, 1991) when the task demands participants work towards a comprehensible outcome through mediation.

Blossom suggests clarifying the unfamiliar words, but Anna rejects this and the dyad engages in *Justifying* and *Restating* for several turns. During this exchange, the tutor must balance the threat to intersubjectivity (Feuerstein & Feuerstein, 1991) posed by the tension between her intent to focus on meaning, and the tutee's lack of reciprocation (Poehner, 2008). Switching to reading after Anna has made clear she will not accept her advice demonstrates psychological differentiation (Lidz, 2002) and indicates that Blossom values the maintenance of the interaction and its shared focus more than resolving this incident. Following this episode, there is a progressive reduction in the quality of tutor mediation and tutee reciprocity, likely attributable to the cumulative effects of this comparatively lengthy and intensive session.

Episode eleven.

This episode appears to show the collapse of the students' ZPD, as the tutor makes an ill-considered suggestion and the tutee continues to reject mediation.

96 B: That's a small paragraph. I think you should do this bigger, like maybe take a few parts from here and put it there.

97 A: Yeah but it didn't will sense make like, wait, because here:

((Anna reads))

It doesn't really fit to antibiotics.

98 B: Yeah, OK, just...

99 A: OK. So... ((Anna reads))

So, that's a pretty small one, and I didn't find any information to make it bigger than it's now, so.

100 B: Maybe you have to find more information.

101 A: But I think it's OK when I have one small, because that's pretty big, the one. So it's *Ausgleich*. ((*Ausgleich* is German for 'balance'))).

102 B: Yeah, it's like kind of together, like.

103 A: Yeah.

104 B: I know what you mean.

Before Anna can read, Blossom indicates a *Length* issue and suggests moving parts from surrounding paragraphs. Anna rejects this suggestion and deprives Blossom of the

opportunity to mediate further by reading, paralleling Blossom's purposeful use of reading as a way of asserting control from episode four. This could maintain task direction (Wood, Bruner, & Ross, 1976), but does so at the expense of the dyad's intersubjectivity (Guerrero & Villamil, 2000) and signals the end of the dyad's collaborative orientation (Storch, 2002). Anna maintains her control and does not relinquish the turn until she provided *Justification* for her short paragraph. Anna appears to use German to expedite the interaction, suggesting a lack of interest in further mediation. Perhaps sensing the danger to the dyad's intersubjectivity and affective involvement (Lidz, 2002), Blossom accepts Anna's argument, twice making supportive statements. The ZPD between the two learners has probably already collapsed. In the absence of other indicators, the most probable cause is fatigue, which could have contributed to both the unhelpful tutoring suggestion and the tutee's lack of reciprocity.

Episode twelve.

The interaction ends.

104 B: So, conclusion:

((Blossom reads))

- "I know that we need factory farming but has too bad things that we should know."

105 A: There are too bad things.

106 B: Yeah! OK, so I thought your conclusion was good, so I think this is good conclusion.

107 A: Thank you.

108 B: You're welcome.

Anna identifies an issue in her text and corrects it, the example of tutee *Correction* across all sessions. This could be to demonstrate that mediation is unnecessary, which would indicate that Anna is better able to self-regulate (Vygotsky, 1938/1978) following this session. Blossom validates this attempt by acknowledging Anna's change (Lidz, 2002). During her stimulated recall interview, Blossom mentioned how she felt Anna's solution of eating less meat would not lead to an improvement in animal welfare, but she chose to praise Anna's conclusion rather than signalling issues. This could indicate a reduction in transcendence (Feuerstein & Feuerstein, 1991), as the session's focus narrows towards the ultimate goal of ending the interaction rather than mediating learning or improving the text. Blossom reinforces her praise without elaboration, perhaps to emphasise the finality of the utterance. Both students complete the dialogic nature of the interaction (Aljaafreh & Lantolf, 1994) with a 'thank you' and 'you're welcome', and the session ends.

Conclusion to mediating strategies

The microgenetic analysis of a dyad of young learners during peer tutoring has provided strong evidence that young learners can use a wide repertoire of scaffolding strategies. Indeed, all MLERS parameters (Lidz, 2002) were present except for the sharing of experience (this was present in PT-3 and PT-12 in the form of tutor reflection on their own writing experience). The tutor purposefully and effectively varied the explicitness of mediation (Aljaafreh & Lantolf, 1994) to scaffold the tutee, but the scaffolding process entailed co-construction (Foster & Ohta, 2005) and role fluidity (Ohta, 2001). This analysis suggests that it is crucial to construct a dialogic, collaborative frame (Aljaafreh & Lantolf, 1994) early in the session to ensure sufficient mutuality and equality (Damon & Phelps, 1989) for effective collaboration to ensue. However, young learners seemingly cannot maintain the collaborative endeavour for extended periods; this dyad appeared to falter at around the twelve-minute mark but showed visible signs of tiredness or mental strain earlier.

Conclusion

Summary

This study investigated the phenomenon of L2 peer tutoring from a sociocultural perspective in an international primary school. The study shows that young learners participated in similar socio-cognitive activities during peer tutoring to the adult participants in other studies, namely reading, task organisation, issue signalling, change suggesting, and partner interaction. Students signalled issues more than they suggested changes, and did not engage widely in assessing, composing, writing comments, copying, or discussing task procedures activities; these are likely a function of the oral interaction conditions (cf. Tang & Tithecott, 1999) and lack of writing-focussed resources (cf. De Guerrero & Villamil, 1996) rather than age. Unlike in other studies, most dyads adopted a paragraph-based approach to peer tutoring activities, reading an entire paragraph and then either commenting globally on that paragraph or identifying a single issue, limiting opportunities to identify and discuss issues. This study found more tutor-dominated, authoritative interactions than collaborative, role-fluid interactions. In terms of the aspects of language to which young learners attend to, content and discourse were dominant but students also discussed lexical issues and, to a lesser extent, presentation and punctuation. Grammar received considerably less attention (cf. Mendonça & Johnson., 1994), and the only incidents were limited to the single phenomenon of the third-person singular verb ending. There was evidence of scaffolding during peer tutoring, including requesting advice, clarifying, justifying, restating, praising, and marking. However, because these were so infrequent it is highly questionable as to whether most

learners experienced development in their ZPD as a result. Nevertheless, one session was replete with examples of effective mutual scaffolding using a wide repertoire of mediating strategies, suggesting that this is more widely achievable if learners can establish and maintain intentionality, reciprocity, and intersubjectivity. However, that session also suggests that the collaboration necessary for effective scaffolding in the ZPD during peer tutoring is fragile and challenging for young learners to maintain over time.

Study Limitations

The findings of this study are subject to several limitations. The sample size was limited to the eleven students in my class; a more comprehensive overview of peer tutoring with young learners will require a broader range of participants, contexts, and task conditions. Due to the need to progress through the Exhibition process, most students only participated in two peer tutoring sessions; more sessions would have enabled a richer and more reliable account of peer tutoring in this context to emerge. Data on multiple tutees per tutor would have enabled me to consider the extent to which patterns in interaction and strategy use were tutor-dependent or contingently constructed in response to tutee needs. It was also impossible to schedule stimulated recall interviews with tutees, limiting the participant perspectives this study could draw on. The Exhibition was the last instructional unit with significant writing; a longer study would have been able to compare findings from different text modes to provide a clearer understanding of how this can influence peer tutoring. Peer tutoring sessions were very short, limiting opportunities for learners to engage in scaffolding and prompting the decision to restrict the third research question to a single dyad for lack of alternatives. Finally, this study has no inter-rater concordance, as it was the work of a single author.

Implications

Pedagogical implications.

There are several pedagogical implications arising from this study. The sociocultural practices in this context should be re-organised to promote mutuality, equality, and collaboration in the learners' ZPDs. Learners need to prioritise the establishment of dialogic, collaborative frameworks early in their interactions. More discussion about possible approaches and alternative role-sets is required, along with an agreement to take an open-minded approach to implementing changes. Students should articulate their expectations prior to each peer tutoring session, and collaboratively evaluate sessions post facto, including assessing who spoke, how often, and for how long. One immediate change should be to

encourage students to view texts not in terms of paragraphs as purposeful, dialogic interaction, and thus avoid the pattern of reading a paragraph and discussing a single issue.

The task conditions should also change to encourage collaboration and role fluidity. This could involve requiring shared composing and comment writing, including providing facilitative resources in pursuit of this goal and setting expectations that new content should emerge from collaboration, such as new or more varied lexical items, grammatical structures, or presentation and punctuation types. Peer tutoring sessions should become longer to accommodate these additional demands, but this will nevertheless require abandoning the expectation that students can address their entire texts during a single session, as the evidence suggests this level of extended collaboration unsustainable. Multiple sessions, perhaps with multiple partners, should become the norm. All of these changes presuppose time for training students and negotiation.

Research implications.

This study represents the first study into the socio-cognitive activities, aspects of language, and scaffolding strategies involved in oral, writing-focussed peer tutoring sessions involving Grade 5 learners at an international school. As such, there is still a need for further study in other contexts, over longer timeframes, and with more participants to ascertain whether the features of peer tutoring I described are inherent to young learners or particular to my own context. There is a need to understand why some interactions (such as PT-13) develop into rich collaborations when others do not. It also remains unclear why certain preliminary language-based patterns of interaction and attribution involving signalling, advising, and correcting exist, and whether they will persist with a larger sample size. More specifically, further research is necessary to understand the extent to which teacher-initiated modifications to the classroom sociocultural milieu or differing texts modes can influence child peer tutoring in terms of socio-cultural activities, aspects of language attended to, and mutual scaffolding. This paper introduced the concept of a *No Issues* signal, which might be a pragmatic function of praise. It is unclear whether this exists in different contexts and further evidence is necessary to clarify the construct's validity.

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Appendices

Appendix A: Mediated Learning Experience Parameters

Intentionality and Reciprocity	The shared, explicit, volitional, and conscious effort to transform the mental, emotional, and motivational state of the mediatee
Transcendence	The orientation of the mediator to widen the interaction beyond the immediate primary and elementary goal.
Mediation of meaning	The efficient conveyance of the stimulus event, relationship, and concepts which are the purpose of the interaction; the endowment of the mediatee with the 'need' to look for the 'meaning' in the wider sense of the term, including casual and teleological relationships.
Mediation of feelings of competence	The provision of opportunities for the individual to apply himself and build his confidence; the inclusion of cognitive and emotional features to equip him with a feeling of competence.
Mediation of regulation and control of behavior	The inhibition and initiation of behaviors based on cognitive and metacognitive components.
Mediation of sharing behavior	Mediation of the individual's need to go out of his own self in the direction of participating with others and making others participate with him.
Mediation of individuation and psychological differentiation	Mediation of the individual's need to become an articulated, differentiated self; the awareness of the legitimacy of differences in one's views, inclinations, desires, and styles, without necessarily accepting resulting behavior patterns.
Mediation of goal seeking, goal setting, and goal achieving behavior	Mediation of a representational modality of thinking and an organizing principle, as well as the mobilization the necessary tools for the materialization of the chosen goal.

Mediation of challenge: The search for novelty and complexity	Mediation of a readiness to learn and a propensity to change states from the known to the unknown, supported by an orientation towards the effort to master the new as a source of intrinsic gratification.
Mediation of an awareness of the human being as a changing entity	Mediating to the individual the phenomena of human modifiability and seeking signs of change as a way to evaluate the individual and emit a dynamic prognosis.
Mediation of the search for an optimistic alternative	Mediation of the anticipation of positive, doable outcomes and a search for ways to turn the possible into a materialized experience.
Mediation of the feeling of belonging	Mediation of the child's sense of alienation or social exclusion; expansion of his experiential field to promote his readiness to enlarge his views beyond the immediacy of his own experience towards linked collaterals.

Mediated Learning Experience (Adapted from Feuerstein & Feuerstein, 1991)

Appendix B: Mediated Learning Experience Ratings Scale Parameters

<i>Intent</i>	Intentionally engaging and maintaining the child's involvement in the interaction in a way that promotes the child's self-regulation of attention.
<i>Meaning</i>	Highlighting and elaborating upon the child's perceptual experiences in a way that helps the child know what to notice and how to go about noticing.
<i>Transcendence</i>	Promoting the child's ability to make connections among current, previous, and future experiences, as well as the ability to make causal and inferential connections among past, future and current events.
<i>Praise/Encouragement</i>	Offering praise and encouragement, but also providing feedback about what seems to be helpful to and what seems to obstruct the child's learning.
<i>Joint regard</i>	Ability to read the child's cues and messages to enable helping the child to express and articulate thoughts and reactions to experiences.
<i>Sharing</i>	Making the child aware of experiences and thoughts of others that may relate to and enhance the child's experiences.
<i>Task regulation</i>	Presenting new learning in a way that promotes competence and mastery in the child (e.g. scaffolding), while promoting strategic and planful thinking within the child.
<i>Challenge</i>	Presenting new learning at a level just above the child's current level of competence, encouraging the child to reach beyond his current level.
<i>Psychological differentiation</i>	Maintaining the role of facilitator to the child's learning, avoiding the temptation of intrusion by doing too much and taking away the experience of learning from the child.
<i>Contingent responsivity</i>	Responding to the child in a timely and appropriate way.

Affective involvement Showing warmth and caring in interacting with the child, taking pleasure in being with the child.

Change Communicating to the child that she has been successful in learning and is developing increased competence.

Mediated Learning Experience Rating Scale (MLERS; Lidz's, 2002)

Appendix C: Implicit to Explicit Regulatory Scale

- 0 Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.
- 1 Construction of a "collaborative frame" prompted by the presence of the tutor as a potential dialogic partner.
- 2 Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
- 3 Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line) – "Is there anything wrong in this sentence?"
- 4 Tutor rejects unsuccessful attempts at recognizing the error.
- 5 Tutor narrows down the location of the error (e.g. tutor repeats or points to the specific segment which contains the error)
- 6 Tutor indicates the nature of the error, but does not identify the error (e.g. "There is something wrong with the tense marking here").
- 7 Tutor identifies the error ("You can't use an auxiliary here").
- 8 Tutor rejects learner's unsuccessful attempts at correcting the error.
- 9 Tutor provides clues to help the learner arrive at the correct form (e.g., "It is not really past but some thing that is still going on").
- 10 Tutor provides the correct form
- 11 Tutor provides some explanation for use of the correct form.
- 12 Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.

Implicit to explicit regulatory scale (Aljaafreh & Lantolf, 1994, p. 471)

Appendix D: Exhibition Essay Argumentative Report Format

Introduction:

- Opening sentence (include a hook for reader interest).
- Explain the context of your issue (current situation).
- End with your focus statement.

Paragraph 1: PEE(L) First reason FOR/AGREE.

Point, evidence, explanation, link.

Paragraph 2: PEE(L) Second reason FOR/AGREE.

Point, evidence, explanation, link.

Paragraph 3: PEE(L) First reason AGAINST/DISAGREE.

Point, evidence, explanation, link.

Paragraph 4: PEE(L) Second reason AGAINST/DISAGREE.

Point, evidence, explanation, link.

Conclusion:

- Summarise the opinions and arguments you have raised.
- Write a personal comment about how your thinking has changed
- Link your opinion of this topic to society – what is the impact?
- Include a call to action.

You can include more PEEL paragraphs or a second context paragraph after the introduction if you want to strengthen your essay.

Appendix E: Exhibition Essay Task Rubric

Argumentative Essay

Writing Feature	More effort needed	Getting There	Good	Excellent
Structure	<ul style="list-style-type: none"> No title 	<ul style="list-style-type: none"> Confusing title 	<ul style="list-style-type: none"> Clear title 	<ul style="list-style-type: none"> Catchy, effective title
	<ul style="list-style-type: none"> Sections are missing or some are in incorrect order 	<ul style="list-style-type: none"> Sections are mostly in correct order 	<ul style="list-style-type: none"> All sections are in correct order 	<ul style="list-style-type: none"> Sections in order, with extra paragraphs showing extended understanding.
	<ul style="list-style-type: none"> Context of topic is not explained in introduction 	<ul style="list-style-type: none"> Context of topic is explained in introduction, but not clearly 	<ul style="list-style-type: none"> Context is explained sufficiently in introduction 	<ul style="list-style-type: none"> Context of topic is explained effectively and in detail in introduction
	<ul style="list-style-type: none"> No focus statement 	<ul style="list-style-type: none"> Focus statement is formed incorrectly and/or not at the end of the introduction 	<ul style="list-style-type: none"> Focus statement is formed correctly at the end of the introduction 	<ul style="list-style-type: none"> Focus statement is formed correctly at the end of the introduction, stating both opinions.
	<ul style="list-style-type: none"> Paragraphs do not contain examples 	<ul style="list-style-type: none"> Paragraphs contain general examples that are unclear 	<ul style="list-style-type: none"> Paragraphs contain examples from primary or secondary sources 	<ul style="list-style-type: none"> Paragraphs provide clear, highly detailed examples from primary and secondary sources
	<ul style="list-style-type: none"> Arguments are not presented 	<ul style="list-style-type: none"> Arguments for and against are brief and unclear 	<ul style="list-style-type: none"> Arguments for and against are reasonable and clear 	<ul style="list-style-type: none"> Strong, effective, well-written arguments are presented for each opinion
	<ul style="list-style-type: none"> Paragraphs do not contain any factual, researched 	<ul style="list-style-type: none"> Paragraphs include 1 factual arguments for each opinion 	<ul style="list-style-type: none"> Paragraphs include 2 fair, factual, arguments to 	
		<ul style="list-style-type: none"> PEE(L) paragraph is incorrect in 		

Grammar and Vocabulary

arguments for both opinions	some paragraphs	support each opinion	<ul style="list-style-type: none"> • Paragraphs include at least 2 strong, well-researched arguments to support each opinion
<ul style="list-style-type: none"> • Paragraphs do not follow PEE(L) structure 	<ul style="list-style-type: none"> • Conclusion shows an attempt to summarise the arguments. 	<ul style="list-style-type: none"> • PEE(L) paragraphs include appropriate detail 	<ul style="list-style-type: none"> • PEE(L) paragraphs include many clear details
<ul style="list-style-type: none"> • Conclusion does not summarise the arguments 	<ul style="list-style-type: none"> • Conclusion includes an incomplete reflection of arguments, how thinking has changed, how it links to society and a call to action 	<ul style="list-style-type: none"> • Conclusion clearly summarises the 2 arguments 	<ul style="list-style-type: none"> • Conclusion clearly summarises both opinions and goes beyond restating the arguments
<ul style="list-style-type: none"> • Conclusion does not include any reflection of opinion 	<ul style="list-style-type: none"> • Citation is included incorrectly 	<ul style="list-style-type: none"> • Conclusion includes clear summary of arguments raised, how thinking has changed, how it links to society and a call to action. 	<ul style="list-style-type: none"> • Conclusion includes detailed summary of arguments raised, how thinking has changed, how it links to society and a call to action.
<ul style="list-style-type: none"> • No citation is included 		<ul style="list-style-type: none"> • MLA citation is mostly correct 	
<ul style="list-style-type: none"> • Very few keywords are used to show clear understanding of the topic 	<ul style="list-style-type: none"> • Some key words are used to show limited understanding of the topic 	<ul style="list-style-type: none"> • Sufficient range of keywords are used to show understanding of the topic 	<ul style="list-style-type: none"> • A wide range of key words are used to show strong understanding of the topic
<ul style="list-style-type: none"> • Relies on simple verbs, adjectives, 	<ul style="list-style-type: none"> • A limited range of verbs, adjectives, adverbs and 	<ul style="list-style-type: none"> • A sufficient range of verbs, adjectives, adverbs and pronouns 	<ul style="list-style-type: none"> • A wide range of advanced verbs, adjectives, adverbs and pronouns

adverbs, pronouns used	pronouns are used	make essay interesting	make essay very effective
<ul style="list-style-type: none"> • Too many spelling mistakes 	<ul style="list-style-type: none"> • Most spelling is correct 	<ul style="list-style-type: none"> • All spelling is correct 	<ul style="list-style-type: none"> • A range of punctuation is used correctly and effectively
<ul style="list-style-type: none"> • Too many punctuation mistakes 	<ul style="list-style-type: none"> • Most punctuation is used correctly 	<ul style="list-style-type: none"> • All punctuation is used correctly 	<ul style="list-style-type: none"> • A wide range of simple and complex sentences are used correctly
<ul style="list-style-type: none"> • Too many sentences are incorrect. 	<ul style="list-style-type: none"> • All sentences are correct but limited in variety. 	<ul style="list-style-type: none"> • All simple and complex sentences are used correctly 	<ul style="list-style-type: none"> • A range of advanced connectives are used correctly
<ul style="list-style-type: none"> • Connectives are used incorrectly 	<ul style="list-style-type: none"> • Limited range of connectives are used correctly 	<ul style="list-style-type: none"> • A range of connectives are used correctly 	<ul style="list-style-type: none"> • Student proactively seeks and responds to feedback to improve language
<ul style="list-style-type: none"> • Student does not edit 	<ul style="list-style-type: none"> • Student makes some edits in response to feedback 	<ul style="list-style-type: none"> • Student edits work in response to feedback to improve language 	
<ul style="list-style-type: none"> • Use of first person – I, me, my are used throughout 	<ul style="list-style-type: none"> • Essay is mostly written in third person 	<ul style="list-style-type: none"> • Essay is written correctly in third person (only conclusion is in first person) 	

Presentation

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none">• Essay is handwritten | <ul style="list-style-type: none">• Essay is published on computer with an attempt at using correct font style, size and spacing | <ul style="list-style-type: none">• Essay is published on computer with mostly correct font style, size and spacing | <ul style="list-style-type: none">• Essay is published on computer with correct font style, size and spacing |
| <ul style="list-style-type: none">• Paragraphs are not formed correctly | <ul style="list-style-type: none">• Some paragraphs are correct | <ul style="list-style-type: none">• Most paragraphs are formed correctly | <ul style="list-style-type: none">• Correct use of paragraphs |
| <ul style="list-style-type: none">• Paragraphs are not indented | <ul style="list-style-type: none">• Some paragraphs are indented | <ul style="list-style-type: none">• Most paragraphs are indented | <ul style="list-style-type: none">• All paragraphs are indented |
| <ul style="list-style-type: none">• Paragraphs are separated by spaces | <ul style="list-style-type: none">• No spaces between some paragraphs | <ul style="list-style-type: none">• No spaces between most paragraphs | <ul style="list-style-type: none">• No spaces between paragraphs |

Appendix F: Exhibition Essay Graphic Organiser

Exhibition Essay Graphic Organiser

Name: _____ Topic Statement: _____

Introduction

Report Body – Paragraphs

My opinion is (this will help form your opening statement):

My arguments are:

1

P

E

Paragraph 1

E

2

(L)

P

3

E

Paragraph 2

E

Define and explain the issue (current situation/context):

4

(L)

P

These will help you form your focus statement.

E

Paragraph 3

E

(L)

P

E

Paragraph 4

E

(L)

How my thinking has developed:

What possible action can be made:

Conclusion

This has been adapted to fit on a single portrait A4 side of paper. The original is on A3 landscape paper.

Appendix G: Buddy Conferencing Classroom Agreement

<u>More helpful</u>	<u>Less helpful</u>
Think carefully about the feedback you give	Talking loudly
Listen carefully to the other student (both students)	Reading quickly and carelessly
Choose what mistakes are most important	Only saying negative things
Respect others and their work	
Ask/answer questions to better understand the work	

Appendix H: Diamond Activity Results

<u>Idea</u>	<u>Total</u>	<u>Abigail</u>	<u>Alexej</u>	<u>Anna</u>	<u>Blossom</u>	<u>Chip</u>	<u>Clark</u>	<u>Jeff</u>	<u>Pam</u>	<u>Storm</u>	<u>Trev</u>	<u>Violet</u>
Valuing changes	325	75	0	0	0	50	100	0	0	0	100	0
Giving the right amount of help	275	0	0	50	50	0	75	0	75	0	0	25
Not being selfish	400	0	0	0	0	75	50	100	50	0	75	50
Showing interest	200	0	0	0	25	0	0	0	75	100	0	0
Explaining clearly	425	100	50	25	0	25	0	50	25	75	0	75
Showing enthusiasm	50	0	25	0	0	0	25	0	0	0	0	0
Learning from each other	225	0	0	50	0	0	25	0	50	0	100	0
Being curious	350	100	25	0	50	0	0	75	0	0	75	25
Showing empathy	75	0	0	0	0	0	0	0	0	0	75	0
Being focused	400	25	0	75	100	100	50	0	0	0	50	0
Cooperating	350	0	75	0	75	25	75	0	0	100	0	0
Being tolerant	50	0	0	0	0	0	0	0	0	0	50	0
Finding positives	200	0	0	25	50	0	0	75	0	50	0	0
Saying what to do better	550	100	100	75	25	100	0	0	75	0	0	75
Being respectful	575	0	0	100	75	100	100	75	50	0	0	75
Looking at other person	200	25	0	0	0	0	0	0	0	75	100	0
Clear and understandable answers	75	0	0	0	0	0	25	0	0	50	0	0
Being reflective	125	50	25	0	0	0	0	50	0	0	0	0
Listening to each other	725	75	50	50	75	75	75	0	100	75	50	100
Showing integrity	50	0	0	0	0	0	0	50	0	0	0	0

Appendix I: Stimulated Recall Instructions

Provide an instruction:

We're going to watch a video with some of the things you said or did in your buddy conference. We are interested in what you were thinking at the time you were buddy conferencing. We can see what you were doing by looking at the video, but we don't know what you were thinking. So I'd like you to tell me what you were thinking, what was in your mind at that time you were talking.

I'm going to move the video quickly through to find the parts I wanted to ask you about. If you want to tell me something about another part of the video, please tell me and I'll stop it. Or you can stop the video.

Remember, when we see you say or do something on the video, please tell me what you were thinking at that exact moment.

Question prompts:

- At this point, what were you thinking?
- At that point, what was going through your mind?
- While you were (*action*), what were you thinking?
- While you were (*action*), what was going through your mind?
- Can you tell me what you were thinking here?

Further prompts:

- Please keep talking
- Were you thinking anything else?

If a student says they do not remember, don't press or they might fabricate a response.

Neutral responses to student talk:

- Oh, mhm, great, good, I see, uh-huh, OK.

Final questions (after which no more stimulated recall is possible because these introduce retrospective evaluation):

- How would you describe that buddy conference? Why?
- Was that a good buddy conference? Why?

Appendix J: Participant Information Sheets

Participant information sheet - students

As well as being your teacher this year, I am also a student DELETED To help my studies, I would like to invite you to take part in a research study about 'learner beliefs about peer feedback (buddy conferencing) for improving writing'.

Please take time to read this information carefully and talk with your parent before you decide if you would like to take part.

What is the study about?

This study aims to find out about what students do and how they feel during buddy conferencing.

Why have I been invited?

I have asked you to take part because I am interested in hearing from students in my class about how we do buddy conferencing.

I would be very grateful if you decided to take part in this study.

What will I be asked to do if I take part?

When you buddy conference, I will film what you and your partner say and do. I will watch the video to find what I think are the important parts.

I will then show you the video of those important parts and ask you to describe what you were thinking when they happened (ca. 15 minutes). I will also ask you if there are parts that you think are important. I will also audio record what you say in this interview.

I might also ask you to take part in group interviews about how you feel about buddy conferencing (ca. 20 minutes).

What are the possible benefits from taking part?

If you take part in this study, you will get the chance to share your experiences of buddy conferencing. This will help me and the school to better understand how buddy conferencing works. We hope it will help make teaching at the school better and help us to use conferencing in better ways.

Do I have to take part?

No. It's completely up to you and your parent to decide if you take part. **If you decide not to take part in this study, this won't hurt your learning or the way you are assessed in school.**

What if my parent or I change our mind?

If you or your parent change your mind, you can stop taking part at any time during this study. If you or your parent want to stop taking part, please let me know, and I will take out any data you shared and delete it. Data means the information, opinions, ideas, etc. that you will have shared with me. However, it is difficult to take out data

from one person when it has been mixed with other people's data. That's why you can only withdraw up to 2 weeks after taking part in the study.

What are the possible disadvantages of taking part?

If you take part, you will need to spend time in a series of short interviews.

Will people be able to identify me from my data?

After the interviews, only I will be able to see the data you share with me. I will keep all personal information about you (e.g. your name and other information that can identify you) private. I will remove any personal information from any documents about you.

How will my data be kept safe?

Your data will be kept in protected files and on password-protected computers. I will move any audio or video recordings onto a password-protected computer immediately. I will delete the videos after I have typed them up and you have watched clips of it. I will delete the audio recordings after I have typed them up.

I will keep data that can identify you separately from other information (e.g. your responses).

How will you use the information I share with you and what will happen to the results of the research study?

I will use it for my study and other educational purposes only. This will include my MA dissertation (the long essay I need to write for my university). I will delete all video files after you have watched them and I will delete all audio files after I have typed them up.

When I write up what I learn from this study, I would like to use some of the ideas you share with me. When I do this, I won't use your real name. This means that even though I will use your exact words, people who don't know you won't be able to connect those words to you.

What if I have a question or a worry?

If you have any questions or if you are unhappy with anything that happens in the study, please contact me or the Lower School Principal.

If you have any worries or complaints that you want to share with a person from the University, please ask your parent to contact:

DELETED

Thank you for thinking about taking part in this project.

Teilnehmer-Informationsblatt - Schüler/in

Dieses Jahr bin ich nicht nur dein Lehrer, sondern auch Fernstudent an der University. Um mein Studium zu unterstützen, möchte ich dich einladen, an einer Forschungsstudie zum Thema "Lernerüberzeugungen über Peer-Feedback (Buddy-Conferencing) zur Verbesserung des Schreibens" teilzunehmen.

Bitte nimm dir die Zeit, die folgenden Informationen sorgfältig zu lesen und mit deinen Eltern zu sprechen, bevor du dich entscheidest, ob du teilnehmen möchtest.

Worum geht es in der Studie?

Diese Studie zielt darauf ab, herauszufinden, was Schüler tun und was sie während einer „Buddy-Conference“ denken.

Warum wurde ich zur Teilnahme eingeladen?

Ich habe dich gebeten, daran teilzunehmen, weil ich daran interessiert bin, von Schülern meiner Klasse zu hören, wie wir Buddy Conferencing betreiben. Ich wäre dir sehr dankbar, wenn du dich entscheiden würdest, an dieser Studie teilzunehmen.

Was muss ich tun, wenn ich mitmache?

Wenn du ein „Buddy-Conference“ machst, werde ich dich und deinen Partner filmen um zu lernen, was ihr sagt und tut. Nachher sehe ich mir das Video an, um herauszufinden, was meiner Meinung nach die wichtigsten Teile sind. Ich werde dir dann diese wichtigen Teile zeigen und dich bitten zu beschreiben, was du dir dabei gedacht hast (ca. 15 Minuten). Ich werde dich auch fragen, ob es Teile gibt, die du für wichtig hältst. Ich zeichne auch auf, was du in diesem Interview sagst. Ich könnte dich auch bitten, an Gruppeninterviews darüber teilzunehmen, was du über „Buddy-Conferencing“ denkst (ca. 20 Minuten).

Was sind die möglichen Vorteile einer Teilnahme?

Wenn du an dieser Studie teilnimmst, hast du die Möglichkeit, deine Erfahrungen mit „Buddy Conferencing“ zu teilen. Dies wird mir und der Schule helfen, besser zu verstehen, wie „Buddy Conferencing“ funktioniert. Ich hoffe, dass es uns helfen wird, den Unterricht an der Schule zu verbessern und Konferenzen besser zu nutzen.

Muss ich mitmachen?

Nein. Es liegt ganz bei dir und deinen Eltern, ob du mitmachst. Wenn du dich entscheidest, nicht an dieser Studie teilzunehmen, schadet dies nicht deinem Lernen oder der Art und Weise, wie du in der Schule beurteilt wirst.

Wie ist es, wenn meine Eltern oder ich die Teilnahme abbrechen möchten?

Wenn du oder deine Eltern zurücktreten möchten, können sie dies jederzeit während der Teilnahme machen. Wenn du oder deine Eltern die Teilnahme beenden möchten, sag es mir bitte, und ich werde alle Daten, die du mir mitgeteilt hast, löschen. Daten sind die Informationen, Meinungen, Ideen usw., die du mir mitgeteilt hast. Es ist jedoch schwierig, Daten von einer Person zu entnehmen, wenn sie mit Daten anderer Personen vermischt wurden. Deshalb kannst du nur bis zu 2 Wochen nach der Teilnahme an der Studie zurücktreten.

Was sind die möglichen Nachteile einer Teilnahme?

Wenn du teilnimmst, muss du Zeit für einige kurze Interviews aufbringen.

Kann man mich anhand meiner Daten identifizieren?

Nach den Interviews habe nur ich zu deinen Daten Zugang. Ich werde alle persönlichen Informationen über dich (z.B. deinen Namen und andere Informationen, die dich identifizieren können) vertraulich behandeln. Ich werde alle persönlichen Informationen aus allen Dokumenten über dich entfernen.

Wie werden meine Daten aufbewahrt?

Deine Daten werden in geschützten Dateien und auf passwortgeschützten Rechnern gespeichert. Ich werde alle Audio- oder Videoaufzeichnungen sofort auf einen passwortgeschützten Computer übertragen. Ich werde die Videos löschen, nachdem ich sie eingetippt habe und du die Clips davon angesehen hast. Ich werde die Audioaufnahmen löschen, nachdem ich sie eingegeben habe.

Ich werde Daten, die dich identifizieren können, getrennt von nicht-personenbezogenen Daten (z.B. Antworten) aufbewahren.

Wie werden meine Informationen verwendet und was geschieht mit den Ergebnissen der Studie?

Ich werde sie nur für mein Studium und andere pädagogische Zwecke verwenden. Dazu gehört auch meine Masterarbeit (der lange Aufsatz, den ich für meine Universität schreiben muss). Ich werde alle Videodateien löschen, nachdem du sie gesehen hast, und ich werde alle Audiodateien löschen, nachdem ich sie eingegeben habe.

Wenn ich aufschreibe, was ich aus dieser Studie lerne, möchte ich einige der Ideen nutzen, die du mit mir geteilt hast. Wenn ich das tue, werde ich deinen wahren Namen nicht benutzen. Obwohl ich deine genauen Worte verwenden werde, werden fremde Leute nicht in der Lage sein, diese Worte mit dir zu verbinden.

Was, wenn ich eine Frage oder eine Sorge habe?

Wenn du Fragen hast oder mit irgendetwas unzufrieden bist, was in der Studie passiert, wende dich bitte an mich oder die Schulleiterin der Lower School.

Wenn du irgendwelche Sorgen oder Beschwerden hast, die du mit einer Person von der Universität teilen möchtest, bitte deine Eltern, sich an diese Personen zu wenden:

DELETED Appendix K: Parent Information Sheets

Participant information sheet – parents

As well as being your child's teacher this year, I am also a distance MA student at University. In this role, I would like to invite your child to take part in my research study about 'learner beliefs about peer feedback (buddy conferencing) for improving writing'.

Please take time to read the following information carefully and talk with your child before you decide whether or not you allow them to take part.

What is the study about?

This study aims to find out about what students do and how they feel during buddy conferencing.

Why has my child been invited?

I have approached your child because I am interested in hearing from students in my class about how we do buddy conferencing.

I would be very grateful if you would allow your child to take part in this study.

What will my child be asked to do if he or she takes part?

When your child buddy conferences, I would film what they and their partner say and do. I will watch the video to find what I think are the important parts.

I will show your child the video of those important parts and ask them to describe what they were thinking (ca. 15 minutes). I will also ask your child if there are parts that they think are important. I will also audio record what your child says in this interview.

I might also ask your child to take part in group interviews about how they feel about buddy conferencing (ca. 20 minutes).

What are the possible benefits from taking part?

Taking part in this study will allow your child to share their experiences of buddy conferencing, which will contribute to the school's understanding of this process. It could lead to better teaching and better use of buddy conferencing techniques.

Does my child have to take part?

No. It's completely up to you and your child to decide whether or not they take part. Their participation is voluntary. **If your child decides not to take part in this study, this will not affect their learning or the way they are assessed in school.**

What if my child or I change our mind?

If you or your child change your mind, you are free to withdraw at any time during your child's participation in this study. If you or your child want to withdraw, please let me know, and I will extract any data your child contributed to the study and destroy it. Data means the information, views, etc. that your child will have shared with me. However, it is difficult and often impossible to take out data from one specific person when this has already been pooled together with other people's data. Therefore, you can only withdraw up to 2 weeks after taking part in the study.

What are the possible disadvantages and risks of taking part?

Taking part will mean investing time in a series of brief reflective interviews.

Will my child's data be identifiable?

After the interviews, only I (the researcher conducting this study) will have access to the data your child shares with me. I will keep all personal information about your child (e.g. their name and other information that can identify them) confidential, that is I will not share it with others. I will anonymise any hard copies of any data. This means that I remove any personal information.

How will my child's data be stored?

Your child's data will be stored in encrypted files and on password-protected computers. I will move any audio or video recordings onto a password-protected

computer immediately. I will delete the videos after I have typed them up and your child has watched clips of it. I will delete the audio recordings after I have typed them up.

I will keep data that can identify your child separately from non-personal information (e.g. their responses).

How will you use the information my child shares with you and what will happen to the results of the research study?

I will use it for academic purposes only. This will include my MA dissertation. When writing up the findings from this study, I would like to reproduce some of the views and ideas your child shared with me. When doing so, I will only use anonymised quotes, so that although I will use your child's exact words, your child cannot be identified by people who don't know them.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact me or the Lower School Principal.

If you have any concerns or complaints that you wish to discuss with a person from the University who is not directly involved in the research, you can also contact:

Teilnehmer-Informationsblatt - Eltern

Ich bin nicht nur Lehrer Ihres Kindes in diesem Schuljahr, sondern auch Fernstudent an der Universität. In dieser Rolle möchte ich Ihr Kind einladen, an meiner Forschungsstudie zum Thema "Lernerüberzeugungen über Peer-Feedback („Buddy-Conferencing“) zur Verbesserung des Schreibens" teilzunehmen.

Bitte nehmen Sie sich die Zeit, die folgenden Informationen sorgfältig zu lesen und mit Ihrem Kind zu sprechen, bevor Sie entscheiden, ob Sie ihm die Teilnahme erlauben oder nicht.

Worum geht es in der Studie?

Diese Studie zielt darauf ab, herauszufinden, was Schüler tun und was sie während einer „Buddy-Konferenz“ denken.

Warum wurde mein Kind zur Teilnahme eingeladen?

Ich habe mich an Ihr Kind gewandt, weil ich daran interessiert bin, von Schülern in meiner Klasse zu hören, wie wir Buddy-Konferenzen durchführen.

Ich wäre Ihnen sehr dankbar, wenn Sie Ihrem Kind die Teilnahme an dieser Studie gestatten würden.

Was soll mein Kind tun, wenn es daran teilnimmt?

Wenn Ihr Kind eine „Buddy-Conference“ macht, würde ich filmen, was sie und ihr Partner sagen und tun. Nachher sehe ich mir das Video an, um herauszufinden, was meiner Meinung nach die wichtigsten Teile sind.

Ich werde Ihrem Kind diese wichtige Teile zeigen und es bitten zu beschreiben, was es gedacht hat (ca. 15 Minuten). Ich werde Ihr Kind auch fragen, ob es Teile gibt, die es für wichtig hält. Ich zeichne auch auf, was Ihr Kind in diesem Interview sagt.

Ich könnte Ihr Kind auch bitten, an Gruppeninterviews darüber teilzunehmen, wie es über Buddy Conferencing denkt (ca. 20 Minuten).

Was sind die möglichen Vorteile einer Teilnahme?

Die Teilnahme an dieser Studie ermöglicht es Ihrem Kind, seine Erfahrungen mit „Buddy Conferencing“ zu teilen, was zum Verständnis dieses Prozesses in der Schule beiträgt. Es könnte zu einem besseren Unterricht und einer besseren Nutzung von „Buddy-Conferencing“-Techniken führen.

Muss mein Kind teilnehmen?

Nein. Es liegt ganz bei Ihnen und Ihrem Kind zu entscheiden, ob sie teilnehmen oder nicht. Ihre Teilnahme ist freiwillig. Wenn Ihr Kind sich entscheidet, nicht an dieser Studie teilzunehmen, hat dies keinen Einfluss auf das Lernen oder die Art und Weise, wie es in der Schule beurteilt wird.

Wie ist es, wenn mein Kind oder ich die Teilnahme abbrechen möchten?

Wenn Sie oder Ihr Kind zurücktreten möchten, können Sie dies jederzeit während der Teilnahme machen. Wenn Sie oder Ihr Kind sich zurückziehen möchten, sagen Sie es mir bitte, und ich werde alle Daten, die Ihr Kind zur Studie beigetragen hat, extrahieren und vernichten. Daten sind die Informationen, Ansichten usw., die Ihr Kind mit mir geteilt hat. Es ist jedoch schwierig und oft unmöglich, Daten von einer bestimmten Person zu entnehmen, wenn diese bereits mit den Daten anderer Personen zusammengeführt wurden. Daher können Sie nur bis zu 2 Wochen nach der Teilnahme an der Studie zurücktreten.

Was sind die möglichen Nachteile und Risiken einer Teilnahme?

Wenn ihr Kind teilnimmt, muss es Zeit für einige kurze Interviews aufbringen.

Kann man mein Kind anhand seiner Daten identifizieren?

Nach den Interviews habe nur ich (der Forscher, der diese Studie durchführt) zu den Daten Ihres Kindes Zugang. Ich werde alle persönlichen Informationen über Ihr Kind (z.B. seinen Namen und andere Informationen, die es identifizieren können) vertraulich behandeln, d.h. ich werde sie nicht an Dritte weitergeben. Ich werde alle Ausdrücke der Daten anonymisieren. Dies bedeutet, dass ich alle persönlichen Daten lösche.

Wie werden die Daten meines Kindes aufbewahrt?

Die Daten Ihres Kindes werden in verschlüsselten Dateien und auf passwortgeschützten Computern gespeichert. Ich werde alle Audio- oder Videoaufzeichnungen sofort auf einen passwortgeschützten Computer übertragen. Ich werde die Videos löschen, nachdem ich sie eingetippt habe und Ihr Kind Clips davon gesehen hat. Ich werde die Audioaufnahmen löschen, nachdem ich sie eingegeben habe.

Ich werde Daten, die Ihr Kind identifizieren können, getrennt von nicht-personenbezogenen Daten (z.B. Antworten) aufbewahren.

Wie verwenden Sie die Informationen, die mein Kind mit Ihnen teilt, und was geschieht mit den Ergebnissen der Studie?

Ich werde sie nur für akademische Zwecke verwenden. Dazu gehört auch meine Masterarbeit.

Wenn ich die Ergebnisse dieser Studie aufschreibe, möchte ich einige der Ansichten und Ideen wiedergeben, die Ihr Kind mit mir geteilt hat. Dabei verwende ich nur anonymisierte Zitate, so dass ich zwar die genauen Worte Ihres Kindes verwende, Ihr Kind aber nicht von fremden Personen identifiziert werden kann.

Was ist, wenn ich eine Frage oder ein Anliegen habe?

Wenn Sie Fragen haben oder mit etwas unzufrieden sind, das Ihre Teilnahme an der Studie betrifft, wenden Sie sich bitte an mich oder an die Schulleiterin der Lower School.

Wenn Sie Bedenken oder Beschwerden haben, die Sie mit einer Person der Universität besprechen möchten, die nicht direkt an der Forschung beteiligt ist, können Sie sich auch an folgende Personen wenden:

Appendix L: Participant Consent Forms

Research Consent Form - Students

Project Title: Learner beliefs about peer feedback for improving writing

Name of Researchers: DELETED

Please tick each box

1. I have read the information sheet and I understand it. I had time to think about the information, ask questions, and I am happy with any answers I got.
2. I understand that I can say no to this project, and I can decide to leave even up to 2 weeks after I take part. If I leave, DELETED will not use my information, except for information used in group interviews.
3. If I take part in a group interviews for this project with other students, I understand that I should not share what the other students say unless they give me permission. They should not share what I say without my permission either.
4. I understand that any information I give will be used in DELETED's dissertation (long essay), but my private information will not be included.
5. I understand that my real name and school name will not appear in DELETED's work or any other work based on this, unless my parents and I both allow this.
6. I agree DELETED will video record buddy conferencing sessions and interviews, and type up what is said for his project. DELETED will save any recordings and typed-up notes on a safe computer with a password. The teacher will always tell me when I am being recorded.
7. I agree that DELETED can use my words in his dissertation, but he won't use my name or personal information, so people can't connect those words to me.
8. I agree to take part in DELETED's study.

Name of Participant

Date

Signature

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of student researcher taking the consent _____ **Date**
_____ Day/month/year

One copy of this form will be given to the parent and the original kept in the files of the student researcher.

Einverständniserklärung für ein Forschungsprojekt – Schüler/in

Titel des Projekts: **Schüleransichten über Peer-Feedback zur Verbesserung des Schreibens**

Name des Forschers:
Mail:

Bitte kreuze jedes Kästchen an

9. Ich habe das Informationsblatt gelesen und ich verstehe es. Ich hatte Zeit, über die Informationen nachzudenken, Fragen zu stellen, und ich bin mit allen Antworten zufrieden.
10. Ich verstehe, dass ich zu diesem Projekt nein sagen kann, und ich kann mich auch noch bis zu 2 Wochen nach Beginn meiner Teilnahme zurückziehen. Wenn ich mich zurückziehe, wird meine Informationen nicht verwendet, außer für Informationen, die in Gruppeninterviews verwendet werden.
11. Falls ich an einer Fokusgruppe für dieses Projekt mit anderen Schülern teilnehme, dürfen Äußerungen anderer Schüler nicht ohne deren Erlaubnis mitgeteilt werden. Kein anderer Schüler darf meine Äußerungen weitergeben ohne meine Erlaubnis.
12. Ich verstehe, dass alle von mir abgelieferten Informationen in der Masterarbeit verwendet werden können. Allerdings werden meine privaten Informationen nicht weitergegeben.
13. Ich verstehe, dass mein wahrer Name und mein Schulname nicht in der Arbeit oder anderen darauf basierenden Arbeiten erscheinen werden, es sei denn, meine Eltern und ich zustimmen.
14. Ich bin damit einverstanden, dass „Buddy Conferencing“-Sitzungen und Interviews per Video aufgezeichnet und transkribiert werden, und dass die Daten auf verschlüsselten Geräten geschützt und sicher aufbewahrt werden. Ich werde immer informiert, wenn ich gefilmt werde.
15. Ich bin damit einverstanden, dass in der Masterarbeit anonyme Zitate aus meinen Interviews bzw. Fokusgruppen verwendet werden.
16. Ich bin damit einverstanden, an der Studie teilzunehmen.

Name des Kindes

Datum

Unterschrift

Ich bestätige, dass dem Teilnehmer die Möglichkeit gegeben wurde, Fragen zur Studie zu stellen, und dass alle Fragen des Elternteils korrekt und nach bestem Wissen und Gewissen beantwortet wurden. Ich bestätige, dass die Person nicht zur Einwilligung gezwungen wurde und die Einwilligung freiwillig erteilt wurde.

Unterschrift des studentischen Forschers, der die Einwilligung einholt

Datum _____ **Tag/Monat/Jahr**

Eine Kopie dieses Formulars wird dem Teilnehmer ausgehändigt und das Original wird in den Akten des Studentenforschers aufbewahrt.

Appendix M: Parent Consent Forms

Research Consent Form - Parents

Project Title: Learner beliefs about peer feedback for improving writing

Name of Researchers:

Email:

Please tick each box

17. I have read and understand the information sheet for the above study. My child and I have had time to think about the information, ask questions, and we are satisfied with any answers we received.
18. I understand that my child's participation is voluntary. They can withdraw at any time during their participation in this study, and up to 2 weeks after they take part in the study. If they withdraw within 2 weeks of taking part in the study, their data will be removed. If they are involved in focus groups and then withdraw, some of their data will remain part of the study.
19. If my child takes part in a focus group for this project with other students, I understand that they should not share what the other students say unless they have permission from that student. No other student should share what my child says without my child's permission either.
20. I understand that any information given by my child will be used in the MA dissertation, but their personal information will not be included and they will not be identifiable.
21. I understand that my child's name and school will not appear in any reports, articles or presentation without my consent and my child's consent.
22. I agree that buddy conferencing sessions and interviews will be video-recorded and transcribed, and that data will be protected on encrypted devices and kept secure. My child will always be told when they are being interviewed.
23. I agree that anonymous quotes from my child's interview/focus group will be used in the dissertation.
24. I agree that my child may take part in the above study.

Name of Child

Date

Parent's Signature

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by the parent have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of student researcher taking the consent _____

Date

_____ Day/month/year

One copy of this form will be given to the parent and the original kept in the files of the student researcher.

Einverständniserklärung für ein Forschungsprojekt - Eltern

Titel des Projekts: Schüleransichten über Peer-Feedback zur Verbesserung des Schreibens

Name des Forschers:
Mail:

Bitte kreuzen Sie jedes Kästchen an

25. Ich habe das Informationsblatt zur obigen Studie gelesen und verstanden. Mein Kind und ich hatten Zeit, über die Informationen nachzudenken, Fragen zu stellen, und wir sind mit allen Antworten, die wir erhalten haben, zufrieden.
26. Ich verstehe, dass die Teilnahme meines Kindes freiwillig ist. Mein Kind kann jederzeit während der Teilnahme an dieser Studie und bis zu 2 Wochen nach der Teilnahme an der Studie zurücktreten. Wenn mein Kind sich innerhalb von 2 Wochen nach der Teilnahme an der Studie zurückzieht, werden ihre bzw. seine Daten gelöscht. Wenn mein Kind in Fokusgruppen beteiligt war und sich dann zurückzieht, bleiben einige ihrer bzw. seiner Daten Teil der Studie.
27. Falls mein Kind an einer Fokusgruppe für dieses Projekt mit anderen Schülern teilnimmt, dürfen Äußerungen anderer Schüler nicht ohne deren Erlaubnis mitgeteilt werden. Kein anderer Schüler darf die Äußerungen meines Kindes weitergeben ohne seine Erlaubnis.
28. Ich verstehe, dass alle Informationen, die von meinem Kind abgeliefert werden, in der Masterarbeit verwendet werden können. Persönliche Informationen über mein Kind werden jedoch nicht weitergegeben und mein Kind wird nicht identifizierbar sein.
29. Ich verstehe, dass der Name und die Schule meines Kindes nicht ohne meine Zustimmung und die Zustimmung meines Kindes in Berichten, Artikeln oder Präsentationen erscheinen werden.
30. Ich bin damit einverstanden, dass „Buddy Conferencing“-Sitzungen und Interviews per Video aufgezeichnet und transkribiert werden, und dass die Daten auf verschlüsselten Geräten geschützt und sicher aufbewahrt werden. Mein Kind wird immer informiert, wenn es gefilmt wird.
31. Ich bin damit einverstanden, dass in der Masterarbeit anonyme Zitate aus den Interviews bzw. Fokusgruppen meines Kindes verwendet werden.
32. Ich bin damit einverstanden, dass mein Kind an der obigen Studie teilnimmt.

Name des Kindes

Datum

Unterschrift des Elternteils

Ich bestätige, dass dem Elternteil die Möglichkeit gegeben wurde, Fragen zur Studie zu stellen, und dass alle Fragen des Elternteils korrekt und nach bestem Wissen und Gewissen beantwortet wurden. Ich bestätige, dass die Person nicht zur Einwilligung gezwungen wurde und die Einwilligung freiwillig erteilt wurde.

Unterschrift des studentischen Forschers, der die Einwilligung einholt

Datum _____ Tag/Monat/Jahr

Eine Kopie dieses Formulars wird dem Elternteil ausgehändigt und das Original wird in den Akten des Studentenforschers aufbewahrt.

Appendix N: Peer Tutoring Session Transcripts

PT-1.

Abigail tutoring Alexej. This happened on 02/05/2018. Total length: 04:05.

1. Alexej PEEL paragraph one. No, introduction! *Announcing*

Reading

My topic is WW2. I think that WW2 was a big war. Because of that we should remember it. We also should not forget what our families went through. But it was a long time ago. So why should people care. Many innocent people died.

PEEL paragraph one.

Announcing

We have to learn about WW2 so we don't make the same mistakes. "The mistake was not that vote him, it was that we attacked and went to war" said ((name)), a witness of WW2. Another mistake was that many people who look pleasant made bad things. Many people made through much horror.

Reading

01A 2. Abigail ... I just think the introduction is really short. *Signalling issue*

3. Alexej I know. It's just my focus statement. I still need to improve it. *Agreeing*

4. Abigail I think it was good but it's also short. *Praising*

Restating

5. Alexej *I know, every paragraph.* *Agreeing*

Reading

WW2 gave us important things. WW2 gave us good fighter plane like the Bell P63 or the Messerschmitt. And after the allied powers defeated germany they made up the United nations. It was stronger than the ill- fated League of nations. Because of WW2, People

wanted to invent things, Like the first computer on earth.

01B	6.	Abigail	... OK, so the only thing I have is that I don't know what the Bell 603 or the Messerschmitt is. What are they?	<i>Signalling issue</i>
	7.	Alexej	They are both fighter planes.	<i>Clarifying</i>
01C	8.	Abigail	If you want to make a paragraph long, you could explain that.	<i>Advice</i>
	9.	Alexej	I wanted to show pictures of that, but I don't have any. I'm not that far too.	<i>Justifying</i>
			OK.	
			<i>It was a long time ago. We shouldn't care about the 2nd World War because it is 75 years ago.' And witnesses are in theyre 80's and 90's and will die soon' said the reporter (name) from townhall.</i>	<i>Reading</i>
01D			I know that's a real short paragraph.	<i>Signalling issue</i>
	10.	Abigail	Yeah.	<i>Agreeing</i>
	11.	Alexej	<i>Many people died</i>	<i>Reading</i>
			<i>We shouldnt learn about it because many people died. Many people also feel sorry for what they did. Many people dont want to learn about dead people. It dosent interst them.</i>	
01E	12.	Abigail	So that's one thing I don't really understand. So those two are FOR your statement...	<i>Signalling issue</i>
				<i>Marking</i>
	13.	Alexej	For ((indicates paragraphs)) ... Against ((indicates paragraphs)) ...	<i>Marking</i>
	14.	Abigail	Why is that against?	<i>Restating</i>

	15. Alexej	Because it doesn't interest them because many people died, and they don't want to learn about that.	<i>Justifying</i>
01F	16. Abigail	It's just a tip, but if you have many people died as your point, then that ((indicates text)) should be your point, something like that is more connected to this ((indicates text)).	<i>Correction</i> <i>Marking</i>
	17. Alexej	<i>I hope this text explained to you why we should learn about it. I chose this topic because many older familie members went throughit. I hope that it never happens again. It was horrible</i>	<i>Reading</i>
01G	18. Abigail	OK, so there's one thing I have for that and it's that here you didn't write what we can do and you kind of wrote what you think, but not so...	<i>Signalling issue</i>
	19. Alexej	I didn't really explain it, or?	<i>Agreeing</i>
	20. Abigail	Yeah, you wouldn't really read this in a normal text like that.	<i>Restating</i>
	21. Alexej	OK.	<i>Agreeing</i>
	22. Abigail	OK, so you could improve it.	<i>Restating</i>
	23. Alexej	OK.	<i>Agreeing</i>

PT-2.

Alexej tutoring Abigail. This happened on 02/05/2018. Total length: 07:31.

1. Abigail OK, so my introduction is:

Announcing

Therapeutic animals are animals that help children which are either mentally or physically sick. There are many kinds of therapy animals like horses, dogs or dolphins, there are also very uncommon animals like cats, birds, or even snakes. Animal therapy provides a range of different benefits and if therapists had more money, they could buy more animals and more children could benefit from that. However if the government pays for it we would need to give something up and a therapy with animals is one of the most expensive therapies.

Reading

So, that's the focus statement...

Announcing

Then the paragraph one, so the first PEEL paragraph, it's for.

Announcing

Animal therapy provides a range of different benefits. Horses are for children which are depressive have Alaxia, a early childhood brain damage, as well as a skull brain trauma, these are only a few examples of many. The horse moves a specific way, and to stay up there you have to have balance. That is why (name), a 2 ½ year old boy got healed. First he was aggressive and couldnt communicate. When he started taking therapy with animals he eventually was more tranquil much happier and no longer aggressive; according to his mother. Alpakas are the most common therapy animals, they have all abilities you need for a magnificent therapy animal. They are friendly, not aggressive, curious, they move slowly and are calm. They are not to large and children say they look 'funny' where many children open themselves up. Since many people; especially children are afraid of dogs or/and horses. The second most common animal is the dog, because he is hand and can be brought into buildings. But also there you need a dog who is calm and almost

Reading

inactive. The slower the animal is the more calm the patients are.

- | | | | | |
|-----|----|---------|---|---|
| 02A | 2. | Alexej | OK. I think that was a good essay. | <i>Praise</i> |
| | | | | <i>No issues</i> |
| | 3. | Abigail | That's not my whole essay. There's three whole paragraphs, or four. | <i>Clarifying</i> |
| | 4. | Alexej | OK, but I think that's a good paragraph, it gave me lots of information that I didn't even know, and you used good words in it. | <i>Praise</i>
<i>No issues</i>
<i>((continued))</i> |
| | 5. | Abigail | OK. Do you still have tips? | <i>Requesting advice</i> |
| | 6. | Alexej | Maybe you can... No, not really. | <i>No Issues</i>
<i>((continued))</i> |
| | 7. | Abigail | So, the next paragraph. It's also for. | <i>Announcing</i> |

Therapists need more money so they can have more animals and more children can benefit from that. Frau ((name)) (a esteemed employee) of Malteser, a organisation that helps children, says "they could make the therapy more effective if the government would pay, because a animal can only "work" for 30-45 minutes and that only once a week and if they work longer it isn't as effective. In addition it is very tiering and the animals are not willing to. Not only there are good sides on the government paying for therapy animals, but it has some bad sides.

Reading

Yeah, OK, do you have some tips?

Requesting advice

- | | | | | |
|-----|-----|---------|--|-------------------------|
| 02B | 8. | Alexej | Yeah, at the start you said something you already said in the introduction. | <i>Signalling issue</i> |
| | 9. | Abigail | In the focus statement? Yeah, because I should. | <i>Justifying</i> |
| | 10. | Alexej | Yeah, but you shouldn't put something out of your focus statement, it's your thinking, into your essay.

<i>((Alexej appears confused about the purpose of the focus statement))</i> | <i>Restating</i> |

	11. Abigail	That's my point, and the focus statement is all about the points. You have all the points and you put them together.	<i>Justifying</i>
	12. Alexej	Hmmm. OK. I'm still not so sure.	<i>Disagreeing</i>
	13. Abigail	OK. Something else?	<i>Requesting advice</i>
02C	14. Alexej	No.	<i>No Issues</i>
	15. Abigail	OK.	
		<i>If the government pays for it we would need to give something up. According to ((name)) a well respected expert in economics "people dont want to pay more tax or give something up they dont get any benefits from. The government doesnt have endless money! So they cant do everything the citizens want. In addition to that ultimally it comes from the tay payers which may not be willing to pay for this service. The tax payers would have to pay really much.</i>	<i>Reading</i>
02D	16. Alexej	OK. Hmm. No.	<i>No Issues</i>
		((Alexej looks very tired. He is yawning and rubbing his eyes.))	
	17. Abigail	<i>Another disadvantages, is that a therapy with animals is one of the most expensives ones. Animal therapy; costs around 120€ per hour cours alone and a therapy in a group around 80€. If it should help you would need to do it once every week to once every month wich depends on how strong your disability is. A phisio therapy costs 60-80€.</i>	<i>Reading</i>
		Do you have something?	<i>Requesting advice</i>
02E	18. Alexej	No.	<i>No Issues</i>
		That paragraph gave me also lots of information and also how much it costs.	<i>Praise</i>
	19. Abigail	OK. So, this is my last PEEL paragraph.	<i>Announcing</i>

If the government would provide money it would have advantages like the animal assisted therapy would be more effective or that more children could get helped, but it also has downsides like Paying more tax or even more people that get poor! My thinking has developed because now I think governments should only provide money if the animals and/or the therapists do it for a Job. But that wont happen by its own. Adults take a minute and think about animas assisted therapy, children tell other children or adults you know about this, teachers talk to your directers and ask if you could teach students about this kind of therapy. And people tell or/and persuade anyone you know!

Reading

- | | | | |
|-----|-------------|---|--|
| 02F | 20. Alexej | OK. Everything was good, but you forgot something. You forgot the maths. We need to do some maths in the... | <i>Praise</i>
<i>Signalling issue</i> |
| | 21. Abigail | No, just numbers. | <i>Justifying</i> |
| | 22. Alexej | I didn't know if that counts. | <i>Restating</i> |
| | 23. Abigail | It's just like you can do it but it didn't fit. | <i>Justifying</i> |
| | 24. Alexej | OK. | <i>Agreeing</i> |

PT-3.

Anna tutoring Storm. This happened on 02/05/2018. Total length: 06:58.

- | | | | |
|-----|----------|--|---|
| | 1. Storm | So, I will start. | <i>Announcing</i> |
| | | <i>Migration.</i> | <i>Reading</i> |
| | | <i>More migrants are good for our country because they can show us practical things from their country. In addition, they can do various jobs and Germany needs more workers. However, migrants sometimes don't know how to do things and we need to spend time showing them how to do it. Some people start feeling bad about migrants because they think they want to occupy Germany.</i> | |
| | 2. Anna | So we speak now about it. | <i>Directing</i> |
| 03A | | Like here ((gestures at page)), therefore – that's wrong. Should I highlight it? I think it's a good one but I'm not sure about these words! | <i>Signalling issue</i>
<i>Marking</i> |
| | 3. Storm | Miss A. said I should write it. | <i>Justifying</i> |
| | 4. Anna | Oh. Miss A. say the words to you? | <i>Restating</i> |
| | 5. Storm | Yes. | <i>Justifying</i> |
| | 6. Anna | Yeah, because they don't feel like it's you writing the words. | <i>Restating</i> |
| 03B | 7. Storm | Miss A. said I should change some words in it. | <i>Advice</i> |
| | 8. Anna | And then you look for some new words. | <i>Agreeing</i> |
| | 9. Storm | Yes | <i>Agreeing</i> |
| | 10. Anna | OK. | |
| | | <i>When migrants come to our country, they bring new and interesting traditions and their own culture. In the Maximilian street there are more than 10 shops from migrants. They bring us things like Döner, Pizza and different clothes. We have these things because migrants come to our country. Migrants also work here in Germany and that's good because we really need workers in Germany.</i> | <i>Reading</i> |

11. Storm ((takes page)) *Reading*

We don't have enough workers here in Germany and because migrants come to our country we get more workers. Germany needs 3.3 million more workers. There are so many migrants who work in there one shop or in a German shop. We have got very many children who can't work yet. And we have got very many old people who can't work anymore. Our country is like a vase because of the many children and old people and the less workers. If Migrants work in our country they sometimes don't know how to do things.

03C 12. Anna So I think that this one is a bit confusing because here it was standing "vase". Maybe you can like... *Signalling issue*

13. Storm ... because it's like this ((makes hourglass-shaped 'vase' motion with hands)) *Justifying*

So here it's big ((indicates bottom of vase)),
and there it's also big ((indicates top of vase))
but the workers are already small ((indicates middle of vase))

((Storm is explaining how German society has many old people and many young people, but lacks people of a working age))

So here the children... ((indicates bottom of vase))

03D 14. Anna Oh. You should maybe say that in your paragraph that you mean like how you mean it. *Advice*

15. Storm I wrote it. "Because of the any children and old people and the less workers."
Justifying

16. Anna Oh, yeah but it's not really. *Restating*

17. Storm You need to think a little bit ((laughs)). *Disagreeing*

18. Anna Like maybe you can draw a picture and then show it in your Exhibition notes. Like draw a vase and then people in it. *Restating*

	19. Storm	Yeah, great idea, thank you. ((the intonation here suggests sarcasm))	<i>Disagreeing</i>
	20. Anna	So, <i>Migrants...</i>	<i>Reading ((interrupted))</i>
	21. Storm	((interrupting)) Could you read these two, because I want to read this with my thinking.	<i>Directing</i>
	22. Anna	OK.	
		<i>Migrants often don't know how to do things and we need to spend time on showing them how to do it. In other countries Migrants are doing their jobs in their country different and don't know how to do it in Germany. Migrants are changing our culture a bit because of that.</i>	<i>Reading</i>
03E		So, I think that one paragraph is a little bit small, but it's OK because like I have two like...	<i>Signalling issue</i>
	23. Storm	I have six paragraphs.	<i>Disagreeing</i>
	24. Anna	My last paragraph was too like this and I didn't know what to write in this because I didn't find it too. There was not more information of it. I think this one "Migrants are doing their job in their country" – maybe you can explain this one.	<i>Restating</i>
		I know what you mean but some people maybe. You can do something.	
	25. Storm	I was checking this together with Miss A and she will also tell me.	<i>Disagreeing issue</i>
	26. Anna	Yeah, OK. So:	
		<i>If Migrants come to our country and they bring new things with them they are changing our culture which some people don't like when there country is getting changed. Migrants open shops and work in German shops. Some people are feeling unwell because of that because they think they want to occupy Germany.</i>	<i>Reading</i>

03F		So, I think this one was good, but it was repeating because in front there was something “they doing pizza and Döner” ...	<i>Praise</i> <i>Signalling issue</i>
	27. Storm	... yes, but I want to tell the good side and the bad side.	<i>Justifying</i>
03G	28. Anna	Yeah, but I find it good when you say some people are unwell and don't like this. Maybe you can do a paragraph about this, and these things about the people they bring new culture, you can write it in another paragraph. Then it's longer.	<i>Advice</i>
	29. Storm	<i>My thinking has changed because earlier I didn't really new if Migrants are good or bad for our country. I would wish that people are nice to Migrants and help them if they would need help.</i>	<i>Reading</i>
03H	30. Anna	So, I think your conclusion is good but... can I show you? You written the conclusion, and I think next time you can write “conclusion” here ((indicates with finger)) and then write what you are saying. ((Anna is suggesting using a heading to introduce the conclusion))	<i>Correction</i> <i>Marking change</i>
		In the end it's good that you write the websites. So now I will do it ((Anna refers to adding references to her own work)), but I need to find the names from the websites. I forgot them.	<i>Praise</i>
	31. Storm	Me too.	
	32. Anna	I will now write it better.	
	33. Storm	OK.	

PT-4.

Storm tutoring Anna. This happened on 02/05/2018. Total length is: 05:04.

1. Storm So, let's read yours Directing
2. Anna So, I will begin. ((Anna does not read her introduction or conclusion)) Directing

Reading

Factory farmed food is cheap? 1 kilo of factory farmed minced beef at Penny and marktkauf costs just 5.99€. At a organic butcher 1 kilo of minced beef costs 10.95€. All factory farmers give low price food to the animals. They don't get washed, that saves time and money for the workers. Most machines are doing the work because, you don't need to pay them for their work (that saves money). They are not allowed to go out, the animals get cheap antibiotics so they don't get ill, for the animals it's not possible to play or have a comfortable lives!
3. Storm *The animals suffer this is wrong! **A farmer** according to ((name)) said his cows have a area of 4 m². Chickens and other animals get stressed because they can't move properly so they hurt each other. Furthermore, the pigs tails get cut of, so they don't bite each other. This happens when they can't move and they get stressed. The animals don't have anything to play with. Chicken get their beaks shortened so they can't peck at one another.* Reading
4. Anna *They also need lot of antibiotics which is bad for us! When eating a lot of meat that has antibiotics we can get ill, because some antibiotics stays in us (in our bodies), then illnesses can learns how to beat antibiotics that . The problem might be that when we need antibiotic when we are ill, then it doesn't work. But when animals get sick the factory farmer kills them, because he doesn't want the others get sick too. However, if too many animals die, because they get affected by the illness, he can't earn money with them and than he is not allowed to sell the meat! They give hormones to the animals so they get bigger (more meat). Most of them can't carry their own weight.* Reading
5. Storm *Factory farming makes much meat and does not need a lot of space, workers and land! It doesn't* Reading

*needs a lot of space, because **22 chickens** are allowed in germany per 1 m². Many machines are doing the work for example, feeding, milking and butchering. But the workers need to check the machines.*

OK.

	6. Anna	So, what do you think about my...?	<i>Requesting advice (interrupted))</i>
04A		Like here ((indicates with finger)) I was writing "hurt each other again". "So, they hurt each other", "so they hurt each other".	<i>Signalling issue Marking</i>
04B	7. Storm	So, I maybe would use some other words.	<i>Advice</i>
	8. Anna	I know that, but I was doing that and now I'm doing that.	<i>Agreeing change</i>
	9. Storm	So, you can look for some other words.	<i>Restating</i>
	10. Anna	Yeah. Here are the dots.	<i>Announcing</i>
	11. Storm	I think we'll read mine.	<i>Directing</i>
	12. Anna	Is it all OK then?	<i>Requesting advice</i>
04C	13. Storm	Yes. The spelling is good.	<i>No Issues Praise</i>
	14. Anna	Do you understand all words, or?	<i>Requesting advice</i>
	15. Storm	Almost.	
	16. Anna	So, which one do you don't understand well?	<i>Requesting advice</i>
04D	17. Storm	So, sometimes the sentences don't make sense for me.	<i>Signalling issue</i>
	18. Anna	You know what "butchering" means?	<i>Requesting advice</i>
	19. Storm	Yes. OK. Then we will read mine.	<i>Directing</i>

PT-5.

Violet tutoring Pam. This happened on 02/05/2018. Total length: 07:13.

1. Violet OK, so you finished your first draft already. *Announcing*
2. Pam Yes. "We must help street cats getting a family"
((This is Pam's title)) *Reading*
Should you read, or should I? *Negotiating reading*
3. Violet I can read. OK. *Negotiating reading*

Street cats must get a better life

Street cats are cats that don't have a home. Street cat means two words that are Stray cats and Feral cats. Feral cats have never had contact with humans so they are like wild animals. Stray cats once had contact with humans in their life. Stray cats move like house cats. We can help street cats because they have a right to have a nice and safe life. People don't want to adopted Street cats because they know that they can cause problems.

05A

The introduction was good, but the first two sentences... "street cats are cats that don't have a home" – OK so that not, but "street cats means two word that are stray cat and feral cat" ... "street cats mean" – I wouldn't put the 'S' there, so "street cats mean", "the word street cat means two words, that are stray cats and feral cats".

Praise

Correction

OK, so then to the next paragraph.

Directing

4. Pam Should I read it? *Negotiating reading*
5. Violet Yeah. *Negotiating reading*
6. Pam *Street cats should have a nice and safe life. Some people want that animals have a rights but some are really against it. Street cats have rights because they are just living things. One reason why street cats are like people is they have a similar biologic* *Reading*

complexity and street cats know what is happening to them.

05B 7. Violet So there, I didn't understand the word "similar biologic complexity" –what does that mean? *Signalling issue*

8. Pam Kind of. So it's something in your body that animals and humans have. *Clarifying*

9. Violet OK, so let me read that sentence again. Ah, now I get it. So now I'm going to read the second paragraph. *Announcing*

We can help street cats that they get a nice life.A expert that is working in a animal shelter said the best way how we can help street cats is putting food outside and making a small space where the cat can sleep.In a survey from 40 people 53 said we should help street cats getting a better life.We should help street cats that they are not getting killed from cars or hunger.Some caring people are risking their homes and Jobs just to help street cats.

Reading

05C So I thought the paragraph was very strong and argumentative, but there where you said an expert said the best way how we can help street cats is putting food outside, I would say like which expert. *Praise*

10. Pam I'll say that. OK. *Advice*

Some street cats can not be adopted but some can.You should not take a Feral cat with you because Feral cats don't like to live indoors they are happy to life outdoors.Feral cats have the wild animal instinct because they hunt like wild animals.It is okay to take a feral kitten with you because they not jet have the wild animal instinct so they don't hunt.Stray cats can be adopted because they don't have the wild animal instinct.One reason more why stray cats can be adopted is because they had once in their life contact to humans and feral cats had never contact to humans.

Agreeing

11. Violet OK, so I'm just going to go back there. *Reading*

((reads aloud quickly to herself)). *Reading*

05D		"Wild animal instinct" – that's the wrong spelling.	<i>Signalling issue</i>
05E		So no 's' there.	<i>Correction</i>
	12. Pam	Oh. that's right.	<i>Agreeing</i>
05F	13. Violet	You said it again, they don't hunt like feral cats - you said it three times in that paragraph, so maybe like... [laughs]. And now the fourth paragraph.	<i>Signalling issue</i> <i>Announcing</i>
		<i>Street cats can cause many problems. Some people are so annoyed of street cats that they want to kill them. One problem of street cats is that they are digging holes in humans gardens. Very many cats are so loud when they fight. People need to be careful with their house cats because they can get involved with street cat fights.</i>	<i>Reading</i>
		So here, "involved", this is a wrong word.	<i>Signalling issue</i>
05G		I think you need to write it with a 'v'? It's with a 'v'.	<i>Correction</i>
05H		And then the conclusion.	<i>Announcing</i>
	14. Pam	Conclusion.	<i>Announcing</i>
		<i>At first I thought "poor cats they live on the street" and now I think "poor cats they live on the street they really need help I must help them" I can help street cats with putting food outside and making a shelter out of cartoon. Other people can also help in that way. If you are giving food to street cats they are getting more contact to humans.</i>	<i>Reading</i>
			<i>Signalling issue</i>
05I		So I did there a mistake ((indicates a word)).	<i>Marking</i>
	15. Violet	Yeah, at the end.	<i>Agreeing</i>
		So here I thought this was very good that you said "at first I thought... "poor cats, poor cats"", and you put in quotation marks. But "I can help street cats with putting food outside and making a shelter out of cartoon" – cartoon sounds like Mickey Mouse and Minnie Mouse.	<i>Praise</i>
05J			<i>Signalling issue</i>

05K Maybe it's carton? ((*Karton* is German for cardboard)) I'm not sure how that's pronounced, so you gotta look that up. Otherwise I think your text is very good.

05L

Advice

Praise

No issues

16. Pam Thanks.

Agreeing

17. Violet Yeah.

PT-6.

Abigail tutoring Violet. This happened on 03/05/2018. Total length 07:36.

- | | | | | |
|-----|----|---------|---|--|
| | 1. | Violet | OK. So, should I read the first paragraph of the text, or how do you wanna do it? | <i>Negotiating reading</i> |
| | 2. | Abigail | So, I think we should do one paragraph, and then I say what you have to do. | <i>Negotiating reading</i>
<i>Negotiating interaction</i> |
| | 3. | Violet | OK. That's a good way. | <i>Negotiating interaction</i> |
| | | | <i>Being carefull when buying make-up from stores is important & why.</i> | <i>Reading</i> |
| | | | <i>Cosmetics are products/substances (like:creams, Lip care, Make-up ...) that make you clear (for eg. Shampoo) and make you feel and look good. Some women can't live without cosmetics. Big companies produce these products to there is a chance that bad chemicals come into your product. The 3 biggest cosmetic companies are 1. L'oréal ,2. Unilever and 3. Estee Lauder. In germany you can buy cosmetics in DM, Müller, Douglas, Rossman, Mac etc. People should not buy cosmetics from stores because you don't know what is in the product and there are many benefits to making your own cosmetics. However you can spend alot of time and money when making your own cosmetics and you could just buy natural cosmetics.</i> | |
| 06A | 4. | Abigail | So, I think... | <i>Signalling issue (interrupted)</i> |
| | 5. | Violet | I left this out because I changed this a bit. | <i>Justifying</i> |
| | 6. | Abigail | OK, so I think it's a really good introduction ... | <i>Praise</i>
<i>Restating</i> |
| 06B | | | But you say 'cosmetic' really often.
Maybe you could find different words for it. | <i>Advice</i> |

	7. Violet	OK, yep.	<i>Agreeing</i>
		Should I read it or do you want to read it?	<i>Negotiating reading</i>
	8. Abigail	Why don't you read it.	<i>Negotiating reading</i>
	9. Violet	<i>Most cosmetic Products in stores use ingredients that are bad & difficult to read for you. In the product Glow like a Mermaid (a Highlighter from essence), includes; Mica, Magnesium Stearate, Dimethicone, EthylHexyl, PalMitate, Polyisobutene, Synthetic wax, Paraffinum Liquidum, Tin Oxide, Ethlhexyglycerin, Phenoxyethanol, CI77007. This ingredient list is very unclear and most people don't know what these ingredients mean for eg. Mica is a naturally occurring mineral what is often used as a filler in cement and asphalt or Paraffinum is Petrolem based.</i>	<i>Reading</i>
06C	10. Abigail	OK. If you would want to make the paragraph longer, you could explain what everything is.	<i>Advice</i>
	11. Violet	I think you could do like a whole book about that.	<i>Disagreeing</i>
	12. Abigail	If you would want to do an extra paragraph you could do that at the very end.	<i>Restating</i>
	13. Violet	Yeah, if I have time I would. Maybe I do one more example, but my mentor said that I shouldn't do so many examples of what those are, just like some scary words.	<i>Disagreeing</i>
	14. Abigail	OK.	
	15. Violet	OK, so now the next paragraph.	<i>Announcing</i>
		<i>There are other ways to get cosmetics. In the book "Natur cosmetic für jeden tag" there are many recipies on how to make lip balms, tooth paste, face cereams and shampoo for eg. A for a Lip balm you</i>	<i>Reading</i>

*only need kokonut oil, Seabutter
Almond oil, beeswax, essential lime
oil and essential lemon oil. People
spend alot of money on bought
cosmetics and Homemade cosmetics
are just as good.*

- | | | | |
|-----|-------------|--|-------------------------|
| 06D | 16. Abigail | Yeah. I don't have anything to say for that paragraph. | <i>No Issues</i> |
| | 17. Violet | So now the last PEEL paragraph. | <i>Announcing</i> |
| | | <i>People spend alot of money and time when making their own cosmetics. When making your own cosmetics you mostly spend 1 till 2 hours making the cosmetics. Also when making cosmetics you need many oils and only a small amount of it and when you then buy the Products that you need you then throw away many grams which have costed many euros. If you than made your cosmetics you mostly only can keep the product 6 weeks!</i> | <i>Reading</i> |
| 06E | | I think there I'm going to write why you can only keep it six weeks, maybe. | <i>Advice</i> |
| | 18. Abigail | Yeah, that's good. | <i>Agreeing</i> |
| 06F | | And then again you said cosmetics in one sentence two times. | <i>Signalling issue</i> |
| | 19. Violet | ((Violet is writing down about the six weeks))

...six weeks, OK. | |
| | | And then, the... Oh! | |
| | 20. Abigail | Conclusion? | |
| | 21. Violet | No, this is the conclusion ((gestures to page)). This is the fourth paragraph ((does a hitting own head gesture)) | <i>Announcing</i> |

	22. Abigail	OK.	
	23. Violet	<i>There are natural cosmetics you can buy. In the dm in ((city)) ((city code)) in the ((street address)) there are exactly 96 natural products. If you know your Skin type and what is good and bad for your Skin you can't do something wrong when choosing which make-up product you are going to buy. In a survey, 27 out of 40 people knew their Skin type.</i>	<i>Reading</i>
06G	24. Abigail	OK. Maybe you could write how you can find out what your skin type is.	<i>Advice</i>
	25. Violet	Yeah, I'll write that in my conclusion. So...	<i>Agreeing</i>
		<i>Conclusion</i>	<i>Reading</i>
		<i>My Opinion about buying cosmetics hasn't changed. I still think that people should not buy any kind of cosmetics from random stores because you can get all kinds of skin cancer from some of the chemicals used in industrial Products. However now I know why to becarefull when buying cosmetics and How. I can whatch out what specific product I buy. but how can I do that? first, I should go to a dermatologist to do a Skin ype test to find out my Skin type and possible allergies. Then I can go to a store and ask if there is a special product that is not harmfull for my Skin and esspecialy made for my Skin type.</i>	
06F	26. Abigail	OK. Yeah, I don't have anything to say for that conclusion. It's good.	<i>No Issues</i> <i>Praise</i>

PT-7.

Alexej tutoring Chip. This happened on 03/05/2018. Total length: 07:57.

- | | | | |
|-----|-----------|--|--|
| | 1. Chip | My intro is: | <i>Announcing</i> |
| | | <i>Now adays a world without planes would be unbelievable we use them for rescue, transport and for fire Department. Planes are huge incredebile fast flying devices. 90.000 of them take off everyday. A very convenient way of travlining is with plane because they are the safest and the fastest. However they are very noisy and polluting.</i> | <i>Reading</i> |
| 07A | 2. Alexej | That was a good intro. It gave me lots of information why planes are good and bad, but I couldn't really see your statement. | <i>Praise</i>
<i>Signalling issue</i> |
| | 3. Chip | "A very convenient way of travelling is with planes, because they are the safest and fastest. However, they are very noisy and pollute." | <i>Justifying</i> |
| | 4. Alexej | But that's more a fact, I think. | <i>Restating</i> |
| | 5. Chip | Yes, but I'm writing about facts. | <i>Justifying</i> |
| | 6. Alexej | OK. | |
| | 7. Chip | So, my first paragraph is: | |
| | | <i>There is no safer option than traveling with planes. Crashes can cost 100 of deaths but they are extremely rare, The chance of dying in a 1600 km flight is less than in a 100 km dive. Planes always get strictly checked before takeoff furthermore in the Cockpit the for years professinioal trained pilots can control everything of the plane from specials installed Cameras to all kinds of measuring tools. In Addition it is mandatory to have oxhegen masks and emergency exitson bord. Cars get checkedonly every 2 years also almost everyone can drive a car and the drive liscens only takes a short time compare to pilots liscences.</i> | <i>Reading</i> |
| 07B | 8. Alexej | OK, that was a good paragraph, it gave me lots of information where I didn't know, and it was understandable. | <i>No issues</i>
<i>Praise</i> |

	9. Chip	So, my second paragraph is:	<i>Announcing</i>
		<i>There is no faster way to travel than with planes. An Average plane flyes 800kmh. No car, train or ship goes the same speed exepst special vehicles that are not open to the World yet. People wrongly think on short distances cars beat the planes but this is not true on a flight from munich to Stuttgard the car takes 2:10 without and traffic while a plane takes 45 min + 1-30 minuets at the Airport. That's close but the plane won. On our next flight from Munich to Sylt the cartakes 11 hours and 40 minutes. The plane takes just 1:30 hours + 1½ hour stime at airport. The plane clearly won. That's Partly because its free from physicall barriers like Mountains oceass or traffic.</i>	<i>Reading</i>
07C	10. Alexej	OK. This paragraph told me why you should fly with a plane, and it was very good.	<i>No issues</i> <i>Praise</i>
	11. Chip	Paragraph three:	<i>Announcing</i>
		<i>Planes are very loud. One of the word things is that they are so loud. Aplane takeoff is 140 decibels and 190 decibels is deadly already. That can be because mostly of the engines. A commercial plane hase turbofan engines wich have several fans build in and hot air streams out at the back from the engine the air that goes through the fan always makes a loud sound but that's not the only loud thing on a plane. Aircraft systems like... can... also.</i>	<i>Reading</i>
	12. Alexej	OK, that paragraph told me why planes shouldn't fly, because they're so loud.	<i>Announcing</i>
	13. Chip	Yes. Was it good or bad?	<i>Requesting advice</i>
07D	14. Alexej	It was a good paragraph.	<i>No issues</i> <i>Praise</i>
	15. Chip	So, my fourth paragraph is:	<i>Announcing</i>
		<i>Planes are super pollouting. At the takeoff and landing the planes need the most fuel. When a</i>	<i>Reading</i>

Big Plane needs 18l per theyr in the sky. Studies have shown There are 90000 takeoffs a day so roughly 28mil gallons per day used just by planes this will triple by 2050. An Boeng 747 can already weigh 306 metric tons if 2 engines need to move that weight they have to turn incredible fast. to reach that speed they need a lot of fuel. But there is a solloution to this problem, Scientist Doctor ((name)) from the institute of Technology worked on a new plane design that could reduce polloution, it has a more oval shaped Fuselage and a more aerodynamic nose. This could reduce polloution by 37%.

- | | | | |
|-----|------------|--|---|
| 07E | 16. Alexej | OK, that's a good paragraph, but there's a small problem. That with the doctor. It's a paragraph against, or? | Praise
Signalling issue |
| | 17. Chip | This is an against paragraph... | Justifying |
| 07F | 18. Alexej | OK, but then with the scientist you should put it in the conclusion, because that says that it's good that they make noise. It sounds a bit like that. | Advice |
| | 19. Chip | ... ((long pause))

No, like because she is solving the problem. | Disagreeing |
| | 20. Alexej | Yeah, but it's an against paragraph. | Restating |
| | 21. Chip | Yes, and if you put something for in it, it links a little bit more to your title. | Disagreeing |
| | 22. Alexej | Oh. OK. | |
| | 23. Chip | And the conclusion: | Announcing |
| | | <i>I first thought planes are great because the are fast and safe but found out that they actually bring many Downsides with them. If planes are too lout for you or live next. to a airport there are special ways to. isolate your house, But different companys also work on laws to not fly at night or design new planes.</i> | Reading |
| 07G | 24. Alexej | OK. That was the conclusion.

That was all good. Thank you. | Announcing

No Issues

Praise |

PT-8.

Alexej tutoring Clark. This happened on 03/05/2018. Total length: 04:48.

- | | | | |
|-----|-----------|---|--|
| 1. | Clark | <i>Security software why bother</i> | <i>Reading</i> |
| | | <i>Security software are softwares that save you or your computer from Viruses and other theats. Sometimes they cost very much money, it doesn'T only cost money but also computer performance. However it keeps you safe most of the time and also does everything alone.</i> | |
| | | <i>Sometimes security software is very expensive but sometimes cheap and sometimes even for free! A survey of 50 people has resulted that 40% have a paid security software. And 45% of the people that were asked in the survey, think paid security softwares are better than free ones. Paid security softwares are mostly better than free ones because the programmers work more if they get money from the buyers however if people make free ones they don't see the point of working hard. Security softwares don't only cost you money they also cost you computer performance.</i> | |
| 08A | 2. Alexej | OK. that was a good paragraph, but sometimes you repeated things. | <i>Praise</i> |
| 08B | | Maybe you can find other words for 'computer', 'performance', and 'software'. | <i>Signalling issue</i>
<i>Advice</i> |
| | 3. Clark | OK, I'll try. | <i>Agreeing</i> |
| | | <i>Antivirus and other security software slow down your computer performance. Av-test.org, a well-known company which is an expert in the topic security claims the fastest security software out of the 23 most used ones is Kaspersky which has only 5. 1 loading points and the minimum is 5 while the slowest is threat trick with 13.9 loading points.No security software has yet reached the slowest possibleslowness which is 25 points. Without a security software copying a 3.3GB file needs 141 seconds however with Kaspersky it needs 165 seconds but with threat trick, the slowest security software it</i> | <i>Reading</i> |

takes over 500 seconds. Even though they're slow sometimes, they also are safe most of the time.

08C	4.	Alexej	OK. That's a good paragraph, and you also put much details in it. I also think that Kaspersky is good because I also have it.	<i>No issues</i> <i>Praise</i>
	5.	Clark	OK.	
			<i>Most of the time security software is safe and defends you. Many security software companys say people still need security software because they are safe however they also say to let them safe you must always have the newest security software version because threats are found everyday and only the newest ones know all threats and how to stop them. Under security software there are many different ones like antivirus but you don't always need one because sometimes it is already included but don't take the risk because if it isn't included it's arisk. It is safe most of the time and it also does everything alone.</i>	<i>Reading</i>
08D	6.	Alexej	OK. That was a good paragraph, but it was a little bit shorter than the other paragraphs.	<i>Praise</i> <i>Signalling issue</i>
	7.	Clark	Yeah. I could make it longer-	<i>Agreeing</i>
08E	8.	Alexej	But it was still good.	<i>Praise</i> <i>No further issues</i>
	9.	Clark	OK.	
			<i>With security software, you can relax because it does everything alone. Almost every security software says it does almost everything automatic like</i>	<i>Reading</i>

scanning but if it finds something it tells you but also tries by itself to remove it.

- 08F 10. Alexej Everything for that paragraph? *Signalling issue*
11. Clark Yeah
12. Alexej I think it was a short paragraph. *Restating*
13. Clark Yeah it was the shortest. *Agreeing*

I always thought we need security softwares because without them you are in danger but now I think you should first check and then if you have the most important ones and the ones that are needed I would leave it. To make everybody uses one I could tell people to use them and also tell others to use them.

Reading

- 08G 14. Alexej That was confusing. *Signalling issue*
- 08H Maybe you can say that people should do it in a clearer way. That's a bit better. *Advice*
15. Clark Yeah, OK then. *Agreeing*
- 08I 16. Alexej Good paragraph, good essay. *No further issues*
- Praise*

PT-9.

Chip tutoring Trev. This happened on 03/05/2018. Total length is 05:13.

1. Trev *Have you ever thought about what will happen when there is no more oil? Can you imagine a world without pollution and noise? One way to make the environment friendly is to drive electric cars. However, electric cars are more expensive than regular cars. Another disadvantage is that the batteries have a limited range. Electric cars are still better than regular cars because they improve the quality of life.*

Reading

One advantage is that electric cars exhaust no fumes. Because the electric cars have no combustion engine. That's why an electric car is 80% better than a normal car the electric car emits no fumes because they don't burn anything.

In cities there is mostly very loud a Ford Mustang GT500 has 74.7 decibels and the Tesla(s) it is an electric car has 30.6 decibels by a combustion engine the engine will ignite diesel then there is an explosion most cars are sound damped but it is still loud when we talk it is about 70.2 decibels.

The batteries have a limited range which means it must be charged more often. A normal diesel car can drive with one charge 1000km and a normal electric car can drive 300 to 380 km the electric car can drive not so long a distance because the batteries have not very much storage space

The electric car is more expensive than a petrol car is. It is more expensive because the battery has lithium in it and costs 10,000 Euro a battery. A battery is divided into sections of cells in a row which have lithium in it. Lithium is a rare metal and therefore expensive a Tesla costs new 14,711 Euro and 166,99 Euro

How my thinking has developed

I developed that on the start electric cars are bad but now I think electric cars are better than normal cars.

What possible action can be made

the battery technology must change that the electric car drive longer distances

2. Chip So, I think it was a very good text, especially the introduction because you used many rhetorical

Praise

09A

*Signalling
issues*

09B

questions and what was a little bit unclear was your paragraphs.

*Signalling
issues*

I didn't know when a new paragraph started, and I didn't know really what it was about. I think it was good, but sometimes I had the feeling a little bit that you don't know what you were reading about. It was still good though.

Praise

PT-10.

Clark tutoring Jeff. This happened on 03/05/2018. Total length: 05:52.

- | | | | | |
|-----|----|-------|--|---|
| | 1. | Jeff | <i>A lot of people think about soccer shoes different. Right now a lot of people are getting fake shoes that is not very good, when people buy the expensive shoes they have a great advantage. However High quality Materials has advantages and some people think they can buy the chea version.</i> | <i>Reading</i> |
| 10A | 2. | Clark | OK. I thought this paragraph was very good, but I think it was a little short ... | <i>Signalling issues</i> |
| | 3. | Jeff | Yeah! | <i>Agreeing</i> |
| 10B | | | It also has spelling mistakes! | <i>Signalling issues</i> |
| | 4. | Clark | Yeah, but also good words, not always repeating. Some spellings though. | <i>Agreeing</i> |
| | 5. | Jeff | <i>High quality material:</i>

<i>With high quality material help you perform. A lot of people think if they buy the expensive shoes it just lets sombody look better, but that is completle wrong.It helps with your performance, Christiano Ronaldo has been tested he was put in some low quality shoes without him knowing after he was 10 min into the training he asked the trainer if he could go in and change his shoes. This is 3 of the most obvios advantages, better touch on the ball, The player can run faster and has a better feel on the ball wich you need on some positions more than the others.</i> | <i>Reading</i> |
| 10C | 6. | Clark | So, this paragraph was long and good and I think it did not repeat things, and I liked your evidence. | <i>No Issues</i>

<i>Praise</i> |
| | 7. | Jeff | <i>Advantages on different positions:</i>

<i>Not all soccer shoe are made for all positions I would highly recommend to buy the right type of soccer shoes for the right position. Midfielders have leather boot good for passing however winders have very light boots defenders have heavy boot mostly made out of Leather. However a lot of people do not even know this and the boy the wrong shoes for their children</i> | <i>Reading</i> |
| 10D | 8. | Clark | I liked your explaining very well, but just your evidence, I didn't see much evidence. | <i>Praise</i>

<i>Signalling issues</i> |

	9. Jeff	OK, that needs to come.	<i>Agreeing</i>
		<i>Buying Fakes</i>	<i>Reading</i>
		<i>When buying soccer shoes most people just go on the internet search for soccer shoes that look good from the outside. However they do not look on the material. People often go on other sites to get a lower price, that is the worst thing you can do because these companies probably sell fakes. This is not good because they get people in poor countries need to work all day get no money for it, and if you buy them the other people very often think they are originals and then get tricked.</i>	
10E	10. Clark	I liked how you had a very nice and long paragraph, and how you explained what the people in the poor countries have to do if you buy the cheap version.	<i>Praise</i> <i>No Issues</i>
	11. Jeff	<i>I can buy the cheap version</i>	<i>Reading</i>
		<i>A lot of people think that the cheap one will be better for them but that is just not true. Often the cheaper hurts your feet, get damaged and that is not good if you buy the cheaper ones they will hurt your feet. A very good doctor who does not want to give his name away said that it can be very damaging for your feet.</i>	
10F	12. Clark	OK. I did not like how you repeated one sentence, but the rest was actually very good.	<i>Signalling issues</i> <i>Praise</i>
	13. Jeff	<i>Pro player shoes</i>	<i>Reading</i>
		<i>Pro player shoes are not made for your feet because they are made for pro players and they just create the shoe for their sake and do not care about anything else.</i>	
10G	14. Clark	I thought that paragraph was a little bit short, but also it was very informative.	<i>Signalling issues</i> <i>Praise</i>
	15. Jeff	<i>I think more people should buy the expensive shoes because it is better for their feet and also the people that get treated unfairly will get other jobs.</i>	<i>Reading</i>
10H	16. Clark	I thought your conclusion was also very good, and your essay was also very good. It's very good.	<i>No Issues</i> <i>Praise</i>
	17. Jeff	Thank you.	

PT-11.

Pam tutoring Blossom. This happened on 03/05/2018. Total length: 07:37.

- | | | | | |
|-----|----|---------|---|---|
| | 1. | Blossom | So, my title is: | <i>Announcing</i> |
| | | | <i>Why sew.</i> | <i>Reading</i> |
| | 2. | Pam | Ok. Introduction: | <i>Announcing</i> |
| | | | <i>Sewing can be alot of fun and can give you a hole new wardrobe that lets you create youre own style not every one agrees but here are some Ideas why we should make our own clothes.</i> | <i>Reading</i> |
| 11A | | | So, it has like information in, but I already knew the information.

I couldn't really read the words so good. | <i>Signalling issue</i> |
| | 3. | Blossom | Not everyone knows the information that's in there. You sew already but some people don't. ((Blossom is responding to the wrong issue)) | |
| 11B | 4. | Pam | I would give more interesting and more important information in the introduction. | <i>Advice</i> |
| | | | So, that's the first paragraph. | <i>Announcing</i> |
| | 5. | Blossom | <i>It gives you a sense of accomplishment to sew youre own clothes and it is Fun to learn. But not everyone is talented to sew complicated things, but most anyone can sew simple things.</i> | <i>Reading</i> |
| 11C | 6. | Pam | So the paragraph was really short but it was really good. | <i>Signalling issue</i>
<i>Praise</i>
<i>Announcing</i> |
| | | | So, second paragraph: | <i>Reading</i> |
| | | | <i>In my survey 62 procent of the people said they can not sew and thought it takes alot of time But they should relise that shopping takes alot of time aswell.</i> | |

11D		So, this one has information in it but you need much more... Also... You put percent in, that was really good, but I also couldn't see what was the PEEL paragraph, like point, evidence, explanation.	<i>Advice</i> <i>Praise</i>
11E			<i>Signalling issue</i>
	7. Blossom	So, it was like this.	<i>Justifying</i> <i>((interrupted))</i>
	8. Pam	It's kind of like in my survey 62 percent of the people said they cannot sew	<i>Restating</i>
	9. Blossom	The argument here....	<i>Justifying</i> <i>((interrupted))</i>
	10. Pam	That is kind of the evidence and not the point.	<i>Restating</i>
	11. Blossom	Yes, so I mixed that up a little, but in my survey whatever that is the evidence and the point of this is that the shopping also takes a lot of time, not just the sewing.	<i>Justifying</i>
11F	12. Pam	So I think you should write more about shopping takes a lot of time and sewing is better. You can write much more about it, so when you write the final draft I would add a lot and make it better.	<i>Advice</i>
	13. Blossom	So the third paragraph is:	<i>Announcing</i>
		<i>Sewing youre own clothes saves you the stress of shopping and you don't have to find a parking place and you dont have to go to lots of shops, but you do need to have the right Material.</i>	<i>Reading</i>
11G	14. Pam	What is material? It's not really clear here what it is.	<i>Signalling issue</i>
	15. Blossom	It's like the stuff for sewing. You need to have the right material for the right projects.	<i>Clarifying</i>
	16. Pam	Like a sewing machine?	
	17. Blossom	No, I mean for example cotton.	
11H	18. Pam	I would make here a new paragraph about a new thing, like how to sew.	<i>Advice</i>

Fourth paragraph:

*Finding the right Material... is not always easy
Materials can also be expensive to buy you
need to know which material is right for wich
project. and where to find it.*

Announcing

Reading

So it was good, but like I said before, maybe a
new paragraph about how to sew and a new
paragraph about something. How to sew you
can put in the fourth paragraph.

Praise

Restating

19. Blossom OK. So the conclusion is:

Announcing

*There are arguments on both sides but I think
you can get the exact look you want and can be
uniqe if you sew youre own clothes. Everyone
should try it at least once. Its Fun.*

Reading

20. Pam The conclusion was really good but why is it so
short? ...

Praise

11I

Signalling issue

11J

You should put how your thinking has changed
in the conclusion.

Advice

21. Blossom OK, that's on the rubric.

Agreeing

22. Pam But how did it actually change?

Restating

23. Blossom First I thought when machines make their own
clothes and we buy them it would be better,
but if you actually make your own clothes it's
better because...

Restating

24. Pam So I would really write that in your conclusion.

Restating

...

11K

Your text was really good.

No further issues

Praise

PT-12.

Violet tutoring Abigail. This happened on 03/05/2018. Total length: 09:23.

1. Abigail Do you want to read it, or should I read it? *Negotiating reading*
 2. Violet ((smiling)) I can read it! ((laughs)) *Negotiating reading*
 3. Abigail OK. *Negotiating reading*
 4. Violet *Theraputic animals are animals that help children wich are either mentally or physically sick. There are many kinds of therapy animals like horses, dogs or dolphins, there are also very uncommon animals like cats, birds, or even snakes. Animal therapy provides a range of different benefits and if therapists had more money, they could buy more animals and more children could benefit from that. However if the government pays for it we would need to give something up and a therapy whith animals is one of the most expensive therapies.* *Reading*
 5. Abigail Yeah, that's the introduction. OK *Announcing*
 6. Violet So now the first PEEL paragraph... *Announcing*
- 12A
- Oh, wait! I need to say something about your introduction.
- So, I thought your introduction was good and it also said like what therapeutic animals are and how much it costs so I think your introduction is pretty good.
- OK. Animal therapy provides a range of different benefits. Horses are for children wich are depressive have Alaxia, a early childhood brain damage, as well as a skull brain trauma, these are only a few examples of many. The horse moves a specific way, and to stay up there you have to have balance. That is why (name), a 2 ½ year old boy got healed. First he was aggresive and couldent communicate. When he started taking therapy with animals he eventually was more tranquil much happier and no longer aggresive; according to his mother. Alpakas are the most common*
- No issues*
- Praise*
- Reading*

therapy animals, they have all abilities you need for a magnificent therapy animal. They are friendly, not aggressive, curious, they move slowly and are calm. They are not too large and children say they look 'funny' where many children open themselves up. Since many people; especially children are afraid of dogs or/and horses. The second most common animal is the dog, because he is hand and can be brought into buildings. But also there you need a dog who is calm and almost inactive. The slower the animal is the more calm the patients are.

		So, I thought that paragraph was good, but it's really, really, really long. You included very much information.	<i>Praise</i> <i>Signalling issue</i>
12B	7. Abigail	This is my strongest argument, so that's why it's so long.	<i>Justifying</i>
12C	8. Violet	Yeah. So, this is good.	<i>No further issues</i>
		<i>Therapists need more money so they can have more animals and more children can benefit from that. Frau ((name)) (a esteemed employee) of Malteser, a organisation that helps children, says"they could make the therapy more effective if the government would pay, because a animal can only "work" for 30-45 minutes and thet only once a week and if they work longer it isn't as effective. In addition it is very tiring and the animals are not willing to. Not only there are good sides on the government paying for therapy animals, but it has some bad sides.</i>	<i>Praise</i> <i>Reading</i>
	9. Abigail	This is the next paragraph.	<i>Announcing</i>
12D	10. Violet	OK. So I thought this paragraph was also very argumentative, that's good, but look, 'tiring' – I think the spelling is wrong, I'm not sure.	<i>Signalling issue</i> <i>Praise</i> <i>Marking issue</i>
	11. Abigail	((Abigail highlights the uncertain spelling))	<i>Marking issue</i>
	12. Violet	Then the fourth PEEL paragraph. ((it is the third PEEL paragraph))	<i>Announcing</i>
	13. Abigail	That's against.	<i>Announcing</i>

14. Violet	<i>If the government pays for it we would need to give something up. According to ((name)) a well respected expert in economics“people dont want to pay more tax or give something up they dont get any benefits from.The government doesnt have entless money! So they cant do everything the citizens want.In addition to that ultimally it comes from the tay payers which may not be willing to pay for this service. The tax payers would have to pay really much.</i>	<i>Reading</i>
12E	OK, so I thought that was also a good paragraph. I can't do that paragraph better. OK, so...	<i>No issues Praise</i>
	<i>Another disadvantages, is that a therapy with animals is one of the most expensives ones. Animal therapy; costs around 120€ per hour cours alone and a therapy in a group around 80€. If it should help you would need to do it once every week to once every month wich depends on how strong your disability is. A phisio therapy costs 60-80€.</i>	<i>Reading</i>
12F	15. Abigail And then there's my conclusion. That's really short.	<i>Announcing Signalling issue</i>
	16. Violet Yeah. That's a short paragraph, but I also have shorter paragraphs and I thought your other paragraphs, like the one that was two pages long, so I think that doesn't matter that one is smaller than the others. So, your introduction.	<i>Disagreeing Announcing</i>
	17. Abigail Conclusion	<i>Announcing</i>
	18. Violet Conclusion, introduction. <i>If the government would provide money it would have advantages like the animal assisted therapy would be more effective or that more children could get helped, but it also has downsides like paying more tax or even more pople that get poor! My thinking has developed because now I think</i>	<i>Reading</i>

governments should only provide money if the animals and/or the therapists do it for a Job. But that wont happen by its own. Adults take a minute and think about animas assisted therapy, children tell other children or adults you know about this, teachers talk to your directers and ask if you could teacher students about this kind of therapy. And people Tell or/and persuade anyone you know!

12G

So, I thought your conclusion was strong and at the end you also said what can be done.

No issues

Praise

PT-13.

Blossom tutoring Anna. This happened on 04/05/2018. Total length: 15:24.

	1.	Anna	Hello Blossom.	<i>Greeting</i>
	2.	Blossom	Hello Anna. So, what's your title?	<i>Greeting</i>
	3.	Anna	My title is:	<i>Announcing</i>
			<i>Factory farming: how much should animals suffer for cheap meat?</i>	<i>Reading</i>
				<i>Negotiating reading</i>
			So, should I read the introduction?	
	4.	Blossom	Sure, if you want. You wrote much!	
	5.	Anna	<i>Most of the food today is factory farmed. Factory farming is when many animals are forced to live in a small area and can't move. It's common all over the developed world. Chicken get pecked by other animals and pigs are not able to go to their babies.</i>	<i>Reading</i>
				<i>Requesting advice</i>
			So, what do you think?	
13A	6.	Blossom	So, I thought your introduction was good, but it could be a little longer maybe.	<i>Praise</i> <i>Signalling issue</i>
	7.	Anna	Longer, yeah.	<i>Agreeing</i>
			What do you think I could write there? What questions do you have when you...?	<i>Requesting advice</i>
13B	8.	Blossom	Maybe... wait, let me see again. Maybe what's important.	<i>Suggesting change</i>
13C	9.	Anna	Maybe why should we be care?	<i>Advice</i>
	10.	Blossom	Yeah, like what are factory farmed animals?	<i>Advice</i>
	11.	Anna	That's good.	<i>Agreeing</i>
	12.	Blossom	What do they have to do? For what are they there? Like maybe a little bit what is it. I know you have what factory farming is but maybe you could have	<i>Restating ((13B))</i>

		which animals are in factory farming mostly.	
	13. Anna	There are most these animals who we eat, but not like kangaroos...	<i>Restating ((13C))</i>
	14. Blossom	Or dogs!	<i>Restating ((13B))</i>
	15. Anna	It is mostly chicken, pigs, beef, and other animals too so.	<i>Restating ((13C))</i>
	16. Blossom	OK, should I read the second one?	<i>Negotiating reading</i>
	17. Anna	Yeah.	<i>Negotiating reading</i>
13D	18. Blossom	OK, so is this your first paragraph till here?	<i>Signalling issue</i>
	19. Anna	Till ((laughs)) here. ((shows spot on page))	<i>Negotiating reading</i> <i>Marking</i>
13E	20. Blossom	Anna you have to put these spaces in, because now I can't see from which paragraph to which paragraph. ((Blossom appear to mean indentation))	<i>Correction</i>
	21. Anna	But the teacher didn't say we need to have them.	<i>Disagreeing</i>
	22. Blossom	Yes, we need them. Or else we don't see which paragraph is which.	<i>Restating</i>
	23. Anna	Oh, then OK I will make it.	<i>Agreeing</i>
	24. Blossom	Maybe you could highlight it? Wait, can I have it? ((reaches for the highlighter))	<i>Marking</i>
	25. Anna	You want the pink, yeah?	
	26. Blossom	It's just till here ((marks page)) ...	<i>Marking</i>
13F		and this is a paragraph too, right?	<i>Signalling issue</i>
	27. Anna	That... wait... I did it like when you have a new paragraph, it's 'factory farmed' blah blah blah, then you have a space, then the new paragraph comes.	<i>Justifying</i>
	28. Blossom	OK.	
	29. Anna	And space, and next paragraph.	<i>Justifying</i>
	30. Blossom	OK. So let me just read it.	

		<i>Factory farmed food is cheap. One kilo of factory farmed... minced... ((Blossom pronounces it /'m:ainsd/ rather than /'mɪnsd/))</i>	<i>Reading</i>
13G		What's that word? It's not in your text.	<i>Signalling issue</i>
	31. Anna	Minced ((/'m:ainsd/)) meat is, you know, meat that is like you miced ((/'m:aisd/)) it in the mice ((laughs)), so not the mice to eat, you have like the machine you put the meat in, it's making it pretty small.	
	32. Blossom	So it's just making the meat smaller?	
	33. Anna	Ja, it's like this. In German I think it's called... How it's called. I forgot how it's called.	
	34. Blossom	<i>... minced beef at Penny and Marktkauf costs just five euros and ninety-nine cents. At a organic... butcher ((Blossom pronounces it /'bətʃə/ rather than /'bʊtʃə/))</i>	<i>Reading</i>
	35. Anna	Butcher ((pronounced correctly as /'bʊtʃə/)) is you know the one who is killing the food.	<i>Clarifying</i>
	36. Blossom	Urgh!	
	37. Anna	So you see, there is a real life...	
	38. Blossom	<i>... butcher, one kilo of minced beef costs ten euros and ninety-five cents. All factory farmers give low prices food to the animals. They don't...</i>	<i>Reading</i>
13H		Anna, I have a question – why is here the space so big and here not?	<i>Signalling issue</i>
	39. Anna	Oh! Probably I didn't see that.	<i>Justifying</i>
	40. Blossom	Is that a new paragraph, 'cause it looks like that?	<i>Restating</i>
	41. Anna	No. They need to be like that ((indicates previous section)), but here it stand wrong.	<i>Marking Agreeing</i>
	42. Blossom	OK. So:	<i>Reading</i>

...they don't get washed, that saves time and money for the workers. Most machines are doing the work, because you don't need to pay them for their work. That saves money. They are not allowed to go out. The animals get cheap anti...

	43. Anna	I just know the German word. Antibiotics.	<i>Clarifying</i>
	44. Blossom	<i>... antibiotics so they don't get ill. For the animals it's not possible to play or having comfortable lives.</i>	<i>Reading</i>
	45. Anna	So what do you think about?	<i>Requesting advice</i>
13I	46. Blossom	So, I thought this had much detail and it's good that you put these numbers, like how much it cost in it, but I think you could also put what does minced mean, because I didn't know it and if I don't know it I don't think the smaller children will know it.	<i>Praise Advice</i>
13J	47. Anna	Maybe I can put some German words too in it.	<i>Advice</i>
13K	48. Blossom	Maybe you could put what it is. Maybe you could put something like Penny and Marktkauf is a shop or a store, maybe you could put that in it.	<i>Disagreeing Advice</i>
	49. Anna	Maybe shop, like a market, supermarket.	<i>Disagreeing</i>
	50. Blossom	Just leave the shop, but maybe you could write Penny and Marktkauf, they're a shop.	<i>Disagreeing</i>
	51. Anna	They know that probably. Marktkauf, MARKTkauf!	<i>Disagreeing</i>
	52. Blossom	(('Markt' is German for 'shop')) Marktkauf maybe but not Penny. And there was butcher, but I know what butcher was but I didn't know the English word for it.	<i>Disagreeing</i>
	53. Anna	So, how about this paragraph now? So, yeah.	<i>Directing</i>
		<i>The animals suffer, this is wrong. According to Mr Müller, said his cows have a area of four square meters. Chickens and other animals get stressed because they can't move properly, so</i>	<i>Reading</i>

they hurt each other. Furthermore, the pigs' tails get cut off so they don't bite each other. This happens when they can't move and get stressed.

I think... do you understand what I mean? This happens when... I read that again: *furthermore, the pigs' tails get cut off*

13L	54. Blossom	Maybe just leave the pig's tails.	<i>Correction</i>
	55. Anna	Now I understand, OK.	
		<i>The animals don't have anything to play with. Chicken get their beaks cut... their beaks shortened, so they can't peck at one another.</i>	<i>Reading</i>
		What do you think about that?	<i>Requesting advice</i>
13M	56. Blossom	So, this was also good, but this one was shorter than the other one.	<i>Praise</i>
	57. Anna	Yeah. I didn't find it... so, I have much information but it's.... yeah, I don't have a bit more.	<i>Signalling issue</i> <i>Justifying</i>
13N	58. Blossom	So, Anna, I have a question. What's your statement?	<i>Signalling issue</i>
	59. Anna	<i>Factory farmed animals should have better lives.</i>	<i>Justifying</i>
13O		Maybe I can say that in the introduction!	<i>Advice</i>
	60. Blossom	You have to do that, because I didn't hear it or see it. That's why I asked.	<i>Agreeing</i>
	61. Anna	OK, then, that's the next part.	<i>Announcing</i>
	62. Blossom	There... It's till here, right?	
	63. Anna	Yes.	

13P	64. Blossom	And I have a question, why did you like right here, the farmer Mr. Müller, why did you do it big?	<i>Signalling issue</i>
	65. Anna	I did it like...	<i>((interrupted))</i>
	66. Blossom	Thick?	
	67. Anna	Thick, yeah. Because now when somebody reading the text, sometimes they're just like Farmer Müller, and now when they read that they should protect it in their brain so they don't forget it quick. I think for my Exhibition on the 16 May I will tell something about the farmer, so when they read that they should know which farmer I mean, so it's Mr Müller.	<i>Justifying</i>
13Q	68. Blossom	That's actually good. So!	<i>No further issues</i>
			<i>Praise</i>
		<i>They also need a lot of...anti...</i>	<i>Reading</i>
		I can't say that!	
	69. Anna	Antibiotics.	
	70. Blossom	<i>Antibiotics. Which is bad for us. When eating a lot of meat that has antibiotics we can get ill, because some antibiotics stay in our bodies, then illnesses can learn how to...</i>	<i>Reading</i>
13R			<i>Correction</i>
		I think the 'S' needs to go away.	
	71. Anna	Where are you? Ah ja, you're right.	<i>Agreeing</i>
	72. Blossom	<i>The illnesses can learn how to beat antibiotics that...</i>	<i>Reading</i>
	73. Anna	Antibiotics!	
	74. Blossom	<i>((laughs))</i>	
13S		That.	<i>Signalling issue</i>
	75. Anna	That what?	

	76. Blossom	You had a point there.	<i>Restating</i>
	77. Anna	((looks at paper))	
	78. Blossom	Here is a point	<i>Restating</i>
		((Blossom highlights the word and shows Anna))	<i>Marking</i>
13T	79. Anna	Maybe that should go away, and then another point should come.	<i>Advice</i>
	80. Blossom	Maybe we... lets how about 'how to beat antibiotics', and then put ((laughs)) this in another sentence, OK?	<i>Reformulating change</i>
	81. Anna	Yeah.	
13U	82. Blossom	And then do the point. So leave the point there, and do another sentence with 'that'.	<i>Advice</i>
	83. Anna	OK. You just let me think.	
	84. Blossom	<i>The problem might be that when we need antibiotics when are ill, then it doesn't work. But then animals get sick, the factory farmer kills them because he doesn't want the others get sick too. However, if too many animals die because they get infected by the illness he can't earn money with them and then he is not allowed to sell the meat. They give hormones...</i>	<i>Reading</i>
		What are they exactly, hormones?	
13V			<i>Signalling issue</i>
	85. Anna	Hormones is like they give you medicine, like you get bigger.	<i>Clarifying</i>
13W	86. Blossom	Maybe you could also write what hormones is, and antibiotics.	<i>Advice</i>
	87. Anna	I will then tell a person when they don't know that.	<i>Disagreeing</i>
	88. Blossom	Because I don't think people will know that, like I know what antibiotics is because I used them...	<i>Restating</i>
	89. Anna	Everyone used them...	<i>Disagreeing</i>
	90. Blossom	But I don't know what hormones is.	<i>Restating</i>

	91. Anna	Yeah, that's OK, yeah.	<i>Disagreeing</i>
	92. Blossom	<i>... to the animals, so they get bigger – more meat. Most of them can't carry their own weight.</i>	<i>Reading</i>
			<i>Praise</i>
13X		So I thought this was a good paragraph, but I think this one was really long	<i>Signalling issue</i>
	93. Anna	Yeah, but it's much information and I think it's OK that it's so long.	<i>Disagreeing</i>
	94. Blossom	OK, so your turn. Conclusion.	<i>Directing</i>
	95. Anna	My conclusion is here, that's a next paragraph.	
13Y	96. Blossom	That's a small paragraph.	<i>Signalling issue</i>
13Z		I think you should do this bigger, like maybe take a few parts from here and put it there.	<i>Advice</i>
	97. Anna	Yeah but it didn't will sense make like, wait, because here:	<i>Disagreeing</i>
			<i>Reading</i>
		<i>...factory farming makes much cheaper meat, it doesn't need a lot of space, workers, and land...</i>	
	98. Blossom	Yeah, OK, just...	<i>((interrupted))</i>
	99. Anna	OK. So...	
		<i>It doesn't needs a lot of space because twenty-two chickens are allowed in Germany per square metre. Many machines are doing the work, for example feeding, milking, and butchering. But the workers need to check the machines.</i>	<i>Reading</i>
13AA			<i>Signalling issue</i>
		So, that's a pretty small one, and I didn't find any information to make it bigger than it's now, so.	<i>Justifying</i>

13AB	100.	Blossom	Maybe you have to find more information.	<i>Advice</i>
	101.	Anna	But I think it's OK when I have one small, because that's pretty big, the one. So it's <i>Ausgleich</i> .	<i>Disagreeing</i>
			((<i>Ausgleich</i> is German for 'balance')).	
	102.	Blossom	Yeah, it's like kind of together, like.	
	103.	Anna	Yeah.	
	104.	Blossom	I know what you mean. So, conclusion:	<i>Announcing</i>
			<i>My thinking. I think my thinking has developed because now I'll don't eat so much meat. I'll watch what meat I eat. I want to tell teachers, people, children, and more about factory farming and what I found out. I know that we need factory farming but has too bad things that we should know.</i>	<i>Reading</i>
13AC	105.	Anna	There are too bad things.	<i>Correcting</i>
13AD	106.	Blossom	Yeah! OK, so I thought your conclusion was good, so I think this is good conclusion.	<i>No issues Praise</i>
	107.	Anna	Thank you.	
	108.	Blossom	You're welcome.	

PT-14.

Jeff tutoring Clark. This happened on 04/05/2018.. Total length: 06:08.

1. Clark So, should I read? *Negotiating reading*
2. Jeff Yeah, you should read. *Negotiating reading*
3. Clark OK, and then after every paragraph you will come in, OK? *Negotiating interaction*
4. Jeff OK *Negotiating interaction*
5. Clark *Security software why bother*
Security software are softwares that save you or your computer from Viruses and other theats. Sometimes they cost very much money, it doesn'T only cost money but also computer performance. However it keeps you safe most of the time and also does everything alone. *Reading*
- 14A 6. Jeff Yeah. I think that's a good paragraph because you included a lot of stuff and you explained what your topic is. *No Issues*
Praise
7. Clark OK.
Sometimes security software is very expensive but sometimes cheap and sometimes even for free! A survey of 50 people has resulted that 40% have a paid security software. And 45% of the people that were asked in the survey, think paid security softwares are better than free ones. Paid security softwares are mostly better than free ones because the programmers work more if they get money from the buyers however if people make free ones they don't see the point of working hard. Security softwares don't only cost you *Reading*

money they also cost you computer performance.

14B 8. Jeff I think that was a good paragraph because you used percentages, but you said this (gestures at page) already in the introduction. *Praise*
Signalling issue

9. Clark OK, yeah that's right. *Agreeing*

Antivirus and other security software slow down your computer performance. Av-test.org, a well-known company which is an expert in the topic security claims the fastest security software out of the 23 most used ones is Kaspersky which has only 5.1 loading points and the minimum is 5 while the slowest is threat trick with 13.9 loading points. No security software has yet reached the slowest possible slowness which is 25 points. Without a security software copying a 3.3GB file needs 141 seconds however with Kaspersky it needs 165 seconds but with threat trick, the slowest security software it takes over 500 seconds. Even though they're slow sometimes, they also are safe most of the time.

Reading

14C 10. Jeff OK. I think that was a good paragraph. It was really long, and it had complicated things but I think you can understand it pretty well. *Praise*
No Issues

11. Clark OK. *Reading*

Most of the time security software is safe and defends you. Many security software companys say people still need security software because they are safe however they also say to let them safe you

must always have the newest security software version because threats are found everyday and only the newest ones know all threats and how to stop them. Under security software there are many different ones like antivirus but you don't always need one because sometimes it is already included but don't take the risk because if it isn't included it's a risk. It is safe most of the time and it also does everything alone.

With security software, you can relax because it does everything alone. Almost every security software says it does almost everything automatic like scanning but if it finds something it tells you but also tries by itself to remove it.

12. Jeff Yeah. That was also a long one and it told the people who are listening that they shouldn't panic, and they should first check and then install their security software.

Announcing

13. Clark Yeah. ((Clark did not read his conclusion))

PT-15.

Trev tutoring Storm. This happened on 04/05/2018. Total length: 06:04.

1. Storm So, I will start. *Directing*

Migration. Reading

More migrants are good for our country because they can show us practical things from their country. In addition, they can do various jobs and Germany needs more workers. However, migrants sometimes don't know how to do things and we need to spend time showing them how to do it. Some people start feeling bad about migrants because they think they want to occupy Germany.

((Storm passes the paper to Trev and shows where he should start reading)) *Directing*

2. Trev OK.

When migrants come to our country, they bring new and interesting traditions and their own culture. In the Maximilian street there are more than 10 shops from migrants. They bring us things like Döner, Pizza and different clothes. We have these things because migrants come to our country. Migrants also work here in Germany and that's good because we really need workers in Germany. Reading

3. Storm *We don't have enough workers here in Germany and because migrants come to our country we get more workers. Germany needs 3.3 million more workers. There are so many migrants who work in there one shop or in a German shop. We have got very many children who can't work jet. And we have got very many old people who can't work anymore. Our country is like a vase because of the many children and old people and the less workers. If Migrants work in our country they sometimes don't know how to do things. Reading*

4. Trev *Migrants often don't know how to do things and we need to spend time on showing them how to do it. In other countries Migrants are doing their jobs in their Reading*

country different and don't know how to do it in Germany. Migrants are changing our culture a bit because of that.

- | | | | | |
|-----|----|-------|---|-----------------------------|
| | 5. | Storm | <i>If Migrants come to our country and they bring new things with them they are changing our culture which some people don't like when there country is getting changed. Migrants open shops and work in German shops. Some people are feeling unwell because of that because they think they want to occupy Germany.</i> | <i>Reading</i> |
| | 6. | Trev | <i>My thinking has changed because earlier I didn't really new if Migrants are good or bad for our country. I would wish that people are nice to Migrants and help them if they would need help.</i> | <i>Reading</i> |
| | 7. | Storm | So, what do you think about my essay? | <i>Requesting advice</i> |
| 15A | 8. | Trev | Your essay is long, and I think it's good because you have so much information in it. Yes. | <i>No Issues
Praise</i> |
| | 9. | Storm | OK, thank you. | |

Appendix O: Stimulated Recall Interview Transcripts

SR-1.

Abigail's stimulated recall after tutoring Alexej. This happened on 03/05/2018. Total length: 07:42.

24. Alexej PEEL paragraph one. No, introduction!

My topic is WW2. I think that WW2 was a big war. Because of that we should remember it. We also should not forget what our families went through. But it was a long time ago. So why should people care. Many innocent people died.

PEEL paragraph one.

We have to learn about WW2 so we don't make the same mistakes. "The mistake was not that vote him, it was that we attacked and went to war" said ((name)), a witness of WW2. Another mistake was that many people who look pleasant made bad things. Many people made through much horror.

25. Abigail ... I just think the introduction is really short.

26. Alexej I know. It's just my focus statement. I still need to improve it.

Teacher At this point, what were you thinking?

Abigail SR I was thinking "why is he saying he's finished?", because he only wrote down the focus statement, and my introduction is one and a half pages with line skipping, and his is like this much.

Teacher You're showing me a really small thing with your fingers.

Abigail SR Yeah. And so I thought if he's typing it up, I think he should have first written it down so he can change it on paper and then type it up.

27. Abigail I think it was good but it's also short.

28. Alexej I know, every paragraph.

Teacher Is there anything you can tell me about that?

Abigail SR Yeah, every of his paragraphs were like this short.

Teacher You're showing me again a really short thing with your fingers.

Abigail SR Yeah, it was really this short. I was just kind of amazed, because then his essay is just going to be one page.

[5.] Alexej *WW2 gave us important things. WW2 gave us good fighter plane like the Bell P63 or the Messerschmitt. And after the allied powers defeated germany they made up the United nations. It was stronger than the ill-fated League of nations. Because of WW2, People wanted to invent things, Like the first computer on earth.*

29. Abigail ... OK, so the only thing I have is that I don't know what the Bell 603 or the Messerschmitt is. What are they?

30. Alexej They are both fighter planes.

31. Abigail If you want to make a paragraph long, you could explain that.

32. Alexej I wanted to show pictures of that but I don't have any. I'm not that far too.

OK.

Teacher Is there anything you can say about this?

Abigail I thought that every paragraph was the same.

SR

[9.] Alexej *It was a long time ago. We shouldn't care about the 2nd World War because it is 75 years ago.' And witnesses are in theyre 80's and 90's and will die soon' said the reporter (name) from townhall.*

I know that's a real short paragraph.

33. Abigail *Yeah.*

34. Alexej *Many people died*

We shouldnt learn about it because many people died. Many people also feel sorry for what they did. Many people dont want to learn about dead people. It dosent interst them.

Teacher I just stopped it here, I notice you look a bit different in the video. You're leaning on your hand. At this point, what were you thinking?

Abigail I wasn't quite understanding. At the end I asked him which ones were the agree and which ones were the disagree, and that one was the disagree, but I didn't understand that because "many people died", that's one more point why we should remember World War Two.

35. Abigail So that's one thing I don't really understand. So those two are FOR your statement...

36. Alexej For ((indicates paragraphs)) ...

Against ((indicates paragraphs)) ...

37. Abigail Why is that against?

38. Alexej Because it doesn't interest them because many people died, and they don't want to learn about that.

39. Abigail It's just a tip, but if you have many people died as your point, then that ((indicates text)) should be your point, something like that is more connected to this ((indicates text)).

Teacher Can you tell me anything else about what you were thinking here?

Abigail The point was very different to the evidence and the explanation. There was one sentence for the explanation, and I thought that should be the point because it was something like "it doesn't interest people". That would make more sense.

40. Alexej *I hope this text explained to you why we should learn about it. I chose this topic because many older familie members went throughit. I hope that it never happens again. It was horrible*

41. Abigail OK, so there's one thing I have for that and it's that here you didn't write what we can do and you kind of wrote what you think, but not so...

42. Alexej I didn't really explain it, or?

Teacher What were you thinking here?

Abigail SR His conclusion was kind of weird because when we read the other text, the circus one, I thought that was really good, and in the end they didn't really say "I hope this text explained to you why or why not we shouldn't"

Teacher Could you add any more to that?

Abigail SR Then I said you probably wouldn't read that in an essay, so I think that.

Teacher OK. Thank you.

43. Abigail *Yeah, you wouldn't really read this in a normal text like that.*

44. Alexej *OK.*

45. Abigail *OK, so you could improve it.*

46. Alexej *OK*

SR-2.

Alexej's stimulated recall after tutoring Abigail. This happened on 03/05/2018. Total length: 08:47.

25. Abigail OK, so my introduction is:

Therapeutic animals are animals that help children who are either mentally or physically sick. There are many kinds of therapy animals like horses, dogs or dolphins, there are also very uncommon animals like cats, birds, or even snakes. Animal therapy provides a range of different benefits and if therapists had more money, they could buy more animals and more children could benefit from that. However if the government pays for it we would need to give something up and a therapy with animals is one of the most expensive therapies.

So, that's the focus statement...

Then the paragraph one, so the first PEEL paragraph, it's for.

Animal therapy provides a range of different benefits. Horses are for children who are depressive have Alaxia, a early childhood brain damage, as well as a skull brain trauma, these are only a few examples of many. The horse moves a specific way, and to stay up there you have to have balance. That is why (name), a 2 ½ year old boy got healed. First he was aggressive and couldn't communicate. When he started taking therapy with animals he eventually was more tranquil much happier and no longer aggressive; according to his mother. Alpakas are the most common therapy animals, they have all abilities you need for a magnificent therapy animal. They are friendly, not aggressive, curious, they move slowly and are calm. They are not too large and children say they look 'funny' where many children open themselves up. Since many people; especially children are afraid of dogs or/and horses. The second most common animal is the dog, because he is hand and can be brought into buildings. But also there you need a dog who is calm and almost inactive. The slower the animal is the more calm the patients are.

26. Alexej OK. I think that was a good essay.

Alexej SR Paragraph. That was a good paragraph because she put lots of details in it and it was interesting to hear that because some facts of that I didn't know.

Teacher OK. Can you tell me what you were thinking then?

Alexej SR I was thinking "OK, that was a good paragraph because in the paragraph were lots of information that I didn't know.

27. Abigail That's not my whole essay. There's three whole paragraphs, or four.

28. Alexej OK, but I think that's a good paragraph, it gave me lots of information that I didn't even know, and you used good words in it.

29. Abigail OK. Do you still have tips?

30. Alexej Maybe you can... No, not really.

Teacher What were you thinking at this point?

Alexej SR I saw something that didn't really make sense to me, but then I read it again on the paper and then it made sense to me.

31. Abigail So, the next paragraph. It's also for.

Therapists need more money so they can have more animals and more children can benefit from that. Frau ((name)) (a esteemed employee) of Malteser, a organisation that helps children, says “they could make the therapy more effective if the government would pay, because a animal can only “work” for 30-45 minutes and that only once a week and if they work longer it isn’t as effective. In addition it is very tiering and the animals are not willing to. Not only there are good sides on the government paying for therapy animals, but it has some bad sides.

Yeah, OK, do you have some tips?

32. Alexej Yeah, at the start you said something you already said in the introduction.

33. Abigail In the focus statement? Yeah, because I should.

34. Alexej Yeah, but you shouldn’t put something out of your focus statement, it’s your thinking, into your essay.

((Alexej appears confused about the purpose of the focus statement))

35. Abigail That’s my point, and the focus statement is all about the points. You have all the points and you put them together.

Teacher Can you tell me what you were thinking here?

Alexej SR I was thinking “why did she put something out of her focus statement from the introduction in the text?”, but then she told me why.

At first I didn’t really understand that, but then I understood it and I know what she meant.

36. Alexej Hmm. OK. I’m still not so sure.

37. Abigail OK. Something else?

38. Alexej No.

39. Abigail OK.

If the government pays for it we would need to give something up. According to ((name)) a well respected expert in economics “people dont want to pay more tax or give something up they dont get any benefits from. The government doesent have endless money! So they cant do everything the citizens want. In addition to that ultimally it comes from the tay payers which may not be willing to pay for this service. The tax payers would have to pay really much.

40. Alexej OK. Hmm. No.

((Alexej looks very tired. He is yawning and rubbing his eyes.))

Teacher OK, so here she finished reading the paragraph and she said “something else”, and you said “no.” Can you tell me what you were thinking at that point?

Alexej SR I was thinking at that point like “OK you gave me lots of information in that, but I already told you, so why should I bother and say again to you what I said”

Teacher OK. Could you keep on explaining that please?

Alexej SR Because I don't want to say something I said tow times because she already knew it that this text was really explanational.

41. Abigail *Another disadvantages, is that a therapy with animals is one of the most expensives ones. Animal therapy; costs around 120€ per hour cours alone and a therapy in a group around 80€. If it should help you would need to do it once every week to once every month wich depends on how strong your disability is. A phisio therapy costs 60-80€.*

Do you have something?

42. Alexej No.

That paragraph gave me also lots of information and also how much it costs.

43. Abigail OK. So, this is my last PEEL paragraph.

If the government would provide money it would have advantages like the animal assisted therapy would be more effective or that more children could get helped, but it also has downsides like Paying more tax or even more people that get poor! My thinking has developed because now I think governments should only provide money if the animals and/or the therapists do it for a Job. But that wont happen by its own. Adults take a minute and think about animas assisted therapy, children tell other children or adults you know about this, teachers talk to your directers and ask if you could teach students about this kind of therapy. And people tell or/and persuade anyone you know!

44. Alexej OK. Everything was good, but you forgot something. You forgot the maths. We need to do some maths in the...

Teacher You looked up at me when that bit came, when you said “we need to do the maths.” Can you remember what you were thinking then?

Alexej SR I was thinking that day, yesterday, you said us that we should put maths in our essay and she didn't really have done that but then she explained me where she had the maths done because she hide it a bit.

45. Abigail No, just numbers.

46. Alexej I didn't know if that counts.

47. Abigail It's just like you can do it but it didn't fit.

48. Alexej OK.

Teacher OK, so now we are at the end. Is there anything you can tell me about what you were thinking here?

Alexej SR I thought, “OK, now why you didn't do the maths?”

Teacher OK, thank you for your time.

SR-3.

Anna's stimulated recall after tutoring Storm. This happened on 03/05/2018. Total length: 27:19.

1. Storm So, I will start. *Migration*.

Anna SR When she said migration I was thinking that it's not really a good title because when you say migration you think of hundreds of things about migration. I would be like does she did a more specific title, a catchy one, and that's interesting, because migration is not really interesting.

Teacher OK. Thank you.

[1.] Storm *More migrants are good for our country because they can show us practical things from their country. In addition, they can do various jobs and Germany needs more workers. However, migrants sometimes don't know how to do things and we need to spend time showing them how to do it. Some people start feeling bad about migrants because they think they want to occupy Germany.*

2. Anna So we speak now about it.

Like here ((gestures at page)), therefore – that's wrong. Should I highlight it? I think it's a good one but I'm not sure about these words!

MR OK. Is there anything you can tell me about what you were thinking here?

Anna SR A little bit before I was thinking that she used words that an EAL person wouldn't know. I don't them too so I was confused. I asked her why she had these words because I know Storm and she doesn't use these words, and she said that Mrs A gave her these words. I think she should do it alone because like when Mrs A do it, it's not her essay any more.

Teacher OK. I'm going to go back a bit, to the part where you asked "should I highlight it?"

What were you thinking when you said that?

Anna SR I was thinking because I did that by mine, I was highlighting when something was wrong, and I think maybe it will help her when I highlight it, because then she find it much quicker, but she didn't want that and I was like OK {she sounds taken aback or somewhat offended} but probably she didn't want because it wouldn't look nice, but OK.

Teacher And when you said "OK", you didn't say it in a neutral way. It almost sounded like a question. "OK". Can you tell me what you were thinking then?

Anna SR I'm not sure really why she said no, I like it when something is highlighted, but that's her opinion, so I'll leave that.

Teacher OK. Great.

3. Storm Miss A. said I should write it.
4. Anna Oh. Miss A. say the words to you?
5. Storm Yes.
6. Anna Yeah, because they don't feel like it's you writing the words.

Teacher "For me it's not really you that's saying those words."

Anna Yeah, like I said I never heard her saying these words. That's not her, it
SR was words that I never heard from her. I think that she was thinking she would copy them, when I see these words I think she just copied those words from a website, because there were a few sentences that were new to me.

7. Storm Miss A. said I should change some words in it.
8. Anna And then you look for some new words.
9. Storm Yes
10. Anna OK.

When migrants come to our country, they bring new and interesting traditions and their own culture. In the Maximilian street there are more than 10 shops from migrants. They bring us things like Döner, Pizza and different clothes. We have these things because migrants come to our country. Migrants also work here in Germany and that's good because we really need workers in Germany.

Anna I think she repeated herself, because in the first few minutes she said
SR about the culture, Döner, pizza and something like that because they come here, and she was doing it again. I was a little bit confused because people were speaking and it was loud. I couldn't concentrate on my reading and what I was saying.

11. Storm ((takes page))

We don't have enough workers here in Germany and because migrants come to our country we get more workers. Germany needs 3.3 million more workers. There are so many migrants who work in there one shop or in a German shop. We have got very many children who can't work jet. And we have got very many old people who can't work anymore. Our country is like a vase because of the many children and old people and the less workers. If Migrants work in our country they sometimes don't know how to do things.

Teacher Storm took it {the paper} from you when you were finished reading and started reading. Can you tell me what you were thinking then?

Anna (laughs) I was thinking that she would just take the paper, grab it away
SR from me. I didn't find that nice, but that's her!

Teacher OK. Let's move on then

12. Anna So I think that this one is a bit confusing because here it was standing "vase". Maybe you can like...

Anna SR The word “vase” didn’t make sense in that sentence, so I asked her. She said that workers were down in the vase and other ones up. I said to her that maybe she could draw a picture, because the first time when you’re thinking, you don’t think about what you were thinking.

13. Storm ... because it’s like this ((makes hourglass-shaped ‘vase’ motion with hands))

So here it’s big ((indicates bottom of vase)),

and there it’s also big ((indicates top of vase))

but the workers are already small ((indicates middle of vase))

((Storm is explaining how German society has many old people and many young people, but lacks people of a working age))

So here the children... ((indicates bottom of vase))

14. Anna Oh. You should maybe say that in your paragraph that you mean like how you mean it.

15. Storm I wrote it. “Because of the any children and old people and the less workers.”

16. Anna Oh, yeah but it’s not really.

17. Storm You need to think a little bit ((laughs)).

Anna SR So she said “you can see, she said that already” but it didn’t make sense with what I was asking her. What she said was not clear enough and on the 16 May it wouldn’t be clear to the First Graders.

Teacher Then she said “you need to think a little bit”.

Anna SR Some people don’t do that, they just like hear what they say, but some people think like I did, but they don’t know what she means. I was confused because she didn’t get what I was thinking.

18. Anna Like maybe you can draw a picture and then show it in your Exhibition notes. Like draw a vase and then people in it.

19. Storm Yeah, great idea, thank you. ((the intonation here suggests sarcasm))

20. Anna So, *Migrants*...

21. Storm ((interrupting)) Could you read these two, because I want to read this with my thinking.

22. Anna OK.

Anna SR When she said I should read these two paragraphs in one time I was like “why?” because she should read them. I’m not care about who is reading the conclusion or what she’s thinking.

Teacher Were you thinking of anything else?

Anna SR She did like right here the letters big, the first one like I did, I was sure that she take that from me that idea, but then I was thinking of something else so I left the letters small.

[22.] Anna *Migrants often don't know how to do things and we need to spend time on showing them how to do it. In other countries Migrants are doing their jobs in their country different and don't know how to do it in Germany. Migrants are changing our culture a bit because of that.*

So, I think that one paragraph is a little bit small, but it's OK because like I have two like...

23. Storm I have six paragraphs.

Anna SR **I was thinking when she said "I have six paragraphs", I was not understand why she had six paragraphs because you don't need six paragraphs. Of course you can do it but if she left one she could make the other ones that were really small bigger, then she maybe had four but she had better ones and bigger ones. Now she have easy and small ones, not big ones.**

24. Anna My last paragraph was too like this and I didn't know what to write in this because I didn't find it too. There was not more information of it. I think this one "Migrants are doing their job in their country" – maybe you can explain this one.

I know what you mean but some people maybe. You can do something.

Anna SR **Maybe there, when she said the migrants doing the jobs, I said that I would say which jobs the migrants do, not just they do the jobs, because some migrants didn't study or go to school. She should say that too and what things they can learn and which jobs they can do.**

25. Storm I was checking this together with Miss A and she will also tell me.

26. Anna Yeah, OK. So:

If Migrants come to our country and they bring new things with them they are changing our culture which some people don't like when there country is getting changed. Migrants open shops and work in German shops. Some people are feeling unwell because of that because they think they want to occupy Germany.

Anna SR **I think she said "occupy {she says it in a way that rhymes with O-puppy}" and I think she should say another word for occupy because I was confused by it. I said at first wrong and what is this word, and then I realised it was uncopy, like copy it, and they want to take Germany, and then I think she can maybe say something like they want to *übernehmen* (take over) or rule something like that. Do like stronger words, not like occupy.**

[26.] Anna So, I think this one was good, but it was repeating because in front there was something "they doing pizza and Döner" ...

27. Storm ... yes but I want to tell the good side and the bad side.

Anna SR **She said bad and good side and she was messing up the good and bad because here she said pizza and döner, it's good they bring culture, and then she said they want to uncopy.**

Teacher So you're saying that you thought in that same paragraph, she mixed up good and bad?

Anna Yeah. But it happened too to me but now I'm back, it's OK.
SR

28. **Anna** Yeah, but I find it good when you say some people are unwell and don't like this. Maybe you can do a paragraph about this, and these things about the people they bring new culture, you can write it in another paragraph. Then it's longer.

Anna Again with the döner, she said about the culture, and I think about one of the paragraphs in the beginning was about the culture, and she didn't say they made döner and pizza. First of all she can make more examples, not just döner and pizza, because döner and pizza are everywhere in Germany.
SR

Teacher So you thought she was using them too many times?

Anna Yeah. You can find them everywhere. Maybe something you don't know, like I know *mulukhiyah*, that's Arabic food and it's good, and not everyone knows it, but I don't think she knows that too. If she used that information, she could write it in another paragraph because it was repeating and it didn't make sense with the paragraph.
SR

29. **Storm** *My thinking has changed because earlier I didn't really know if Migrants are good or bad for our country. I would wish that people are nice to Migrants and help them if they would need help.*

Anna So, she didn't say "conclusion", when I was looking at the paper it was like the paragraphs. She just read to finish the paragraph and the next line she just write noting, she just write what she thinks, and I think it was a little bit confusing because she didn't write conclusion or something like that. I would write "my thinking" or "conclusion" or something like that that you know it's a conclusion.
SR

30. **Anna** So, I think your conclusion is good but... can I show you? You written the conclusion, and I think next time you can write "conclusion" here ((indicates with finger)) and then write what you are saying. ((Anna is suggesting using a heading to introduce the conclusion))

Teacher I just want to go back to one bit, where you said "can I show you?"

Is there anything you can tell me about what you were thinking.

Anna I think I was taking the paper quick, because I know Storm and she wouldn't want that I show her, so I was like quick that she doesn't know because she put it away so I don't say anything more, but I did say something more! Then she was ahhh! {Anna imitates Storm letting out an exasperated sigh} She was nerved by me. And then I take the paper and say quick so she doesn't take it again!
SR

Teacher So, you really wanted to say that bit?

Anna SR Yeah. I was laughing in my brain because I want to see how Storm was thinking, how she would look when I was taking her paper.

Teacher That's why you were showing the camera that bit {Anna had held the page up to the camera}?

Anna SR Yeah, then I just showed the paragraph with the conclusion, that was funny.

Teacher So maybe you weren't actually helping her anymore at that point?

Anna SR Yeah! She wanted to take the paper away!

[30.] **Anna** In the end it's good that you write the websites. So now I will do it ((Anna refers to adding references to her own work)), but I need to find the names from the websites. I forgot them.

31. **Storm** Me too.

32. **Anna** I will now write it better.

33. **Storm** OK.

Anna SR When I said I didn't write the conclusion and the websites, I think first of all in the introduction I was not sure with the introduction, so I will ask you for that. But by her, she said like the websites, and she didn't really did something. She just pop every website where she found any information. I would just take like three websites, because there were like hundreds of these websites, too much for me. I would write the websites where most of my information comes from.

Teacher In the end you said "it's good that you write the websites."

Anna SR It's good that you write the websites, but I thought that it say now it's too much she will say "Oh Anna!" {Anna imitates Storm doing an exasperated sigh}

Teacher OK, so you didn't say anything, you only said the good thing.

Anna SR Yeah

Teacher There's one little bit here, you said "and the conclusion, I didn't write that now but I will write that now".

Anna SR So after the video I was taking the Chromebook and write my conclusion.

Teacher You said what you were going to do with your writing in the conference where you were helping Storm.

Anna SR Because then she knows what I will do, because it was finished I just said that. I don't know why.

Teacher OK. Maybe that was your way of saying we're finished?

Anna Yeah!

SR

Teacher OK. Anna, is there thing else that you can think to tell me

Anna No, it's too much! I don't have any more.

SR

Teacher OK. You've told me lots. Thank you very much.

SR-4.

Storm's stimulated recall after tutoring Anna. This happened on 03/05/2018. Total length: 08:36.

Teacher I can see there that you were moving a little bit and you had your head in your hands. Can you tell me what you were thinking?

Storm SR So I just read with Anna on her paper. I just read it and listened to her.

20. Storm So, let's read yours

21. Anna So, I will begin. ((Anna does not read her introduction or conclusion))

Factory farmed food is cheap? 1 kilo of factory farmed minced beef at Penny and marktkauf costs just 5.99€. At a organic butcher 1 kilo of minced beef costs 10.95€. All factory farmers give low price food to the animals. They don't get washed, that saves time and money for the workers. Most machines are doing the work because, you don't need to pay them for their work (that saves money). They are not allowed to go out, the animals get cheap antibiotics so they don't get ill, for the animals it's not possible to play or have a comfortable lives!

22. Storm *The animals suffer this is wrong! A farmer according to ((name)) said his cows have a area of 4 m². Chickens and other animals get stressed because they can't move properly so they hurt each other. Furthermore, the pigs tails get cut of, so they don't bite each other. This happens when they can't move and they get stressed. The animals don't have anything to play with. Chicken get their beaks shortened so they can't peck at one another.*

Teacher So now you're reading the second paragraph. Can you tell me anything about what you were thinking here?

Storm SR I was thinking if she had a point, a evidence, a explanation, and a link maybe. Some words were difficult, so it was interesting.

23. Anna *They also need lot of antibiotics which is bad for us! When eating a lot of meat that has antibiotics we can get ill, because some antibiotics stays in us (in our bodies), then illnesses can learn how to beat antibiotics that. The problem might be that when we need antibiotic when we are ill, then it doesn't work. But when animals get sick the factory farmer kills them, because he doesn't want the others get sick too. However, if too many animals die, because they get affected by the illness, he can't earn money with them and than he is not allowed to sell the meat! They give hormones to the animals so they get bigger (more meat). Most of them can't carry their own weight.*

Storm SR Sometimes she didn't really knew what she was reading there. Sometimes it was difficult to understand because the sentences doesn't make sense.

Teacher You turned and gave a little smile at that point. Can you remember what you were thinking at that point?

Storm SR She said one word there, "killed" or something {exaggerated to sound like keeled}.

24. Storm *Factory farming makes much meat and does not need a lot of space, workers and land! It doesn't needs a lot of space, because 22 chickens are allowed in germany per 1 m². Many machines are doing the work for example, feeding, milking and butchering. But the workers need to check the machines.*

OK.

25. Anna *So what do you think about my...?*

Teacher **So here you've just finished, and Anna turns to you and asks "what do you think about that?" What were you thinking at that moment?**

Storm **I thought of the good and the bad things about it, and then I thought about what she could do better.**

[6.] Anna Like here ((indicates with finger)) I was writing "hurt each other again". "So, they hurt each other", "so they hurt each other".

26. Storm So, I maybe would use some other words.

Teacher **What were you thinking here?**

Storm **She just wrote "each other, each other", and her conclusion was missing.**

27. Anna I know that, but I was doing that and now I'm doing that.

28. Storm So, you can look for some other words.

29. Anna Yeah. Here are the dots.

30. Storm I think we'll read mine.

31. Anna Is it all OK then?

Teacher **You just said "I think we'll read mine." What were you thinking when you said that?**

Storm **I just read my one now.**

32. Storm Yes.

The spelling is good.

33. Anna Do you understand all words, or?

34. Storm Almost.

Teacher **Was there anything you were thinking at that point?**

Storm **Some words I didn't really knew, but I think they could mean something.**

Teacher **You thought they were right, even if you didn't understand them?**

Storm **I just thought they could mean something like that**

35. Anna So, which one do you don't understand well?

36. Storm So, sometimes the sentences don't make sense for me.

37. Anna You know what "butchering" means?

38. Storm Yes. OK. Then we will read mine.

Teacher **So here you said "yes", you know what butchering means, then we'll read mine, and at that point this conversation stopped and you started**

another. Is there something you can tell me about what you were thinking?

Storm Hmm. No.
SR

Teacher OK, well thank you for your time.

SR-5.

Violet's stimulated recall after tutoring Pam. This happened on 03/05/2018. Total length: 17:01 (with interruptions).

1. Violet OK, so you finished your first draft already.
2. Pam Yes. "We must help street cats getting a family" ((This is Pam's title))
Should you read, or should I?
3. Violet I can read. OK.

Street cats must get a better life

Street cats are cats that don't have a home. Street cat means two words that are Stray cats and Feral cats. Feral cats have never had contact with humans so they are like wild animals. Stray cats once had contact with humans in their life. Stray cats move like house cats. We can help street cats because they have a right to have a nice and safe life. People don't want to adopted Street cats because they know that they can cause problems.

Teacher What were you thinking there at the start, when you said "I can read"?

Violet I was thinking "yeah", because I like reading, so that's why I want to read it.
SR

[3.] Violet The introduction was good, but the first two sentences... "street cats are cats that don't have a home" – OK so that not, but "street cats means two word that are stray cat and feral cat"...

Teacher Is there anything that you can say about what you were thinking of that time?

Violet That that sentence didn't make any sense. Because I read it and I was kind of confused, then at the end I wanted to ask why she wrote it like that.
SR

[3.] Violet "... "street cats mean" – I wouldn't put the 'S' there, so "street cats mean", "the word street cat means two words, that are stray cats and feral cats".

Teacher What were you thinking at that time?

Violet No. It was also hard for me to change that sentences because at that time I didn't know how to change that sentence, and I was also thinking about the sentence.
SR

[3.] Violet OK, so then to the next paragraph.

4. Pam Should I read it?

5. Violet Yeah.

6. Pam *Street cats should have a nice and safe life. Some people want that animals have a rights but some are really against it. Street cats have rights because they are just living things. One reason why street cats are like people is they have a similar biologic complexity and street cats know what is happening to them.*

Teacher I saw that you were scratching your shoe there, and you were holding your hand. Is there anything you can tell me about what you were thinking then?

Violet SR So I listened to Maria and then she said “complexity” and I didn’t know what that means.

7. Violet So there, I didn’t understand the word “similar biologic complexity” –what does that mean?

8. Pam Kind of. So it’s something in your body that animals and humans have.

9. Violet OK, so let me read that sentence again. Ah, now I get it.

Teacher Can you tell me anything about what you were thinking then?

Violet SR Because then Pam explained to me that it was something humans and cats have in their body, and I wanted to read that sentence again so that I can then bring the words together that I understand it more and I understood it because it’s something that humans and cats have, like Pam said. Then I understood it.

[9.] Violet So now I’m going to read the second paragraph.

We can help street cats that they get a nice life. A expert that is working in a animal shelter said the best way how we can help street cats is putting food outside and making a small space where the cat can sleep. In a survey from 40 people 53 said we should help street cats getting a better life. We should help street cats that they are not getting killed from cars or hunger. Some caring people are risking their homes and Jobs just to help street cats.

Teacher So now you’re the one who’s reading again, but you didn’t talk about that paragraph. Can you tell me what you were thinking at that point?

Violet SR I was just thinking that we would do it like that that I read and then she reads and then I read again.

[9.] Violet So I thought the paragraph was very strong and argumentative, but there where you said an expert said the best way how we can help street cats is putting food outside, I would say like which expert.

Teacher What were you thinking at that moment?

Violet SR I was thinking if she made it up, because she just said “expert”, or if it was real.

Today I read Abigail’s essay and she had two paragraphs where she had people and she also said like in one it was like a woman from Maltheser and she also said how the woman was named and what she does, and also then there was Mr. Tyler and she said that he was an expert, and I can’t argue against that any more. She can’t just make up a name.

Pam just said expert, and she sits next to me so I know she looked at websites and I wondered if she got it from there. I wasn't sure which expert it was.

10. Pam I'll say that. OK.

Some street cats can not be adopted but some can. You should not take a Feral cat with you because Feral cats don't like to live indoors they are happy to live outdoors. Feral cats have the wild animal instinct because they hunt like wild animals. It is okay to take a feral kitten with you because they not jet have the wild animal instinct so they don't hunt. Stray cats can be adopted because they don't have the wild animal instinct. One reason more why stray cats can be adopted is because they had once in their life contact to humans and feral cats had never contact to humans.

11. Violet OK, so I'm just going to go back there.

((reads aloud quickly to herself)).

Teacher Can you tell me what you were thinking here?

Violet SR I read the paragraph again because I think I didn't understanding it, and I wanted to see how the paragraph was formed to tell her what's good and what's bad about it.

[11.] Violet ((reads aloud quickly to herself)).

"Wild animal instinct" – that's the wrong spelling.

So no 's' there.

Teacher Can you tell me what you were thinking here?

Violet SR It didn't make sense to me, and I wanted her to correct that because it sounded weird.

Teacher At that point while you were reading it to yourself, you turned and looked at Pam.

Violet SR I wanted her to see what I meant and I wanted to see if she was listening to me.

12. Pam Oh. that's right.

13. Violet You said it again, they don't hunt like feral cats - you said it three times in that paragraph, so maybe like... [laughs].

Teacher You told her "you've said that three times in the paragraph" and then you laughed a little bit.

Violet SR I didn't find the right word to explain what I meant. That she used the word three times, and that she maybe should only use it one time or two times and not repeat it.

[13.] Violet And now the fourth paragraph.

Street cats can cause many problems. Some people are so annoyed of street cats that they want to kill them. One problem of street cats is that they are digging holes in humans gardens. Very many cats are so loud

when they fight. People need to be careful with their house cats because they can get involved with street cat fights.

So here, “involved”, this is a wrong word.

I think you need to write it with a ‘v’? It’s with a ‘v’.

Teacher So here, you talked about the word “involved”.

Violet SR I wasn’t sure about the spelling because it looked wrong to me but I didn’t know how to spell it. I just thought it looked weird.

[13.] Violet And then the conclusion.

14. Pam Conclusion.

At first I thought “poor cats they live on the street” and now I think “poor cats they live on the street they really need help I must help them” I can help street cats with putting food outside and making a shelter out of carton. Other people can also help in that way. If you are giving food to street cats they are getting more contact to humans.

So I did there a mistake ((indicates a word)).

15. Violet Yeah, at the end.

Teacher Pam said “I did a mistake”, and you said “yeah, at the end”.

Violet SR I didn’t notice that mistake before, but when she told me that I noticed which mistake it was.

[15.] Violet So here I thought this was very good that you said “at first I thought... “poor cats, poor cats””, and you put in quotation marks.

Teacher Is there anything you can say about what you were thinking here?

Violet SR I thought that she did that good, that she put it in quotation marks, like she really said that.

[15.] Violet But “I can help street cats with putting food outside and making a shelter out of carton” – carton sounds like Mickey Mouse and Minnie Mouse.

Maybe it’s carton? ((*Karton* is German for cardboard)) I’m not sure how that’s pronounced, so you gotta look that up. Otherwise I think your text is very good.

Teacher Can you tell me anything that you were thinking at that point?

Violet SR I wanted her to know that I also think the word is not correct, because when she said “cartoon”, I really thought of Mickey Mouse. I laughed because I thought “How?” At that moment I also didn’t know what was ‘cardboard’ in English because I was thinking of the German word ‘Karton’.

Teacher Let’s just go back a minute.

((replays part of the recording))

“Otherwise I think your text is very good.” Can you tell me what you were thinking as you said that?

Violet SR I told her on what she needs to work, otherwise her text was good.

16. Pam Thanks.

17. Violet Yeah.

Teacher Is there anything that you can add, anything that you remember thinking during this buddy conference?

Violet SR When Pam said “from a survey”, then I got an idea for my paragraphs because I also did a survey, and in my mentor meeting Miss B. told me that I could maybe put my survey in the paragraph. Because she ((Pam)) did it like that, then I knew how to write it in the paragraph.

Teacher OK. Thanks a lot for your time.

SR-6.

Abigail's stimulated recall after tutoring Violet. This happened on 04/05/2018. Total length: 09:44.

27. Violet OK. So, should I read the first paragraph of the text, or how do you wanna do it?

28. Abigail So, I think we should do one paragraph, and then I say what you have to do.

Teacher Can you tell me what you were thinking when you said that?

Abigail If you read all the paragraphs at once then it would be harder to
SR memorise what was when and then when. If there's something she needs to change then I tell her.

29. Violet OK. That's a good way.

Being carefull when buying make-up from stores is important & why.

Cosmetics are products/substances (like:creams, Lip care, Make-up ...) that make you clear (for eg. Shampoo) and make you feel and look good. Some women can't live without cosmetics. Big companies produce these products to there is a chance that bad chemicals come into your product. The 3 biggest cosmetic companies are 1. L'oréal,2. Unilever and 3. Estee Lauder. In germany you can buy cosmetics in DM, Müller, Douglas, Rossman, Mac etc. People should not buy cosmetics from stores because you don't know what is in the product and there are many benefits to making your own cosmetics. However you can spend alot of time and money when making your own cosmetics and you could just buy natural cosmetics.

30. Abigail So, I think...

31. Violet I left this out because I changed this a bit.

32. Abigail OK, so I think it's a really good introduction ...

But you say 'cosmetic' really often.

Maybe you could find different words for it.

Teacher Can you tell me what you were thinking here?

Abigail In one sentence Violet said 'cosmetics' three times and then it became a
SR bit confusing. I wanted to find another word or something like that.

33. Violet OK, yep.

Should I read it or do you want to read it?

34. Abigail Why don't you read it.

35. Violet *Most cosmetic Products in stores use ingredients that are bad & difficult to read for you. In the product Glow like a Mermaid (a Highlighter from essence), includes; Mica, Magnesium Stearate, Dimethicone, EthylHexyl, PalMitate, Polyisobutene, Synthetic wax, Paraffinum Liquidum, Tin Oxide, Ethlhexyglycerin, Phenoxyethanol, CI77007. This ingredient list is very unclear and most people don't know what these ingredients mean for eg. Mica is a naturally occurring mineral what is often used as a filler in cement and asphalt or Paraffinum is Petrolem based.*

36. Abigail OK. If you would want to make the paragraph longer, you could explain what everything is.

37. Violet I think you could do like a whole book about that.

38. Abigail If you would want to do an extra paragraph you could do that at the very end.

Abigail SR I didn't know everything that she said about those chemicals. If they saw that they would know what it was and they would know if it was good or bad.

39. Violet Yeah, if I have time I would. Maybe I do one more example, but my mentor said that I shouldn't do so many examples of what those are, just like some scary words.

40. Abigail OK.

41. Violet OK, so now the next paragraph.

There are other ways to get cosmetics. In the book "Natur cosmetic für jeden tag" there are many recipes on how to make lip balms, tooth paste, face creams and shampoo for eg. A for a Lip balm you only need kokonut oil, Seabutter Almond oil, beeswax, essential lime oil and essential lemon oil. People spend alot of money on bought cosmetics and Homemade cosmetics are just as good.

42. Abigail Yeah. I don't have anything to say for that paragraph.

Abigail SR I didn't have anything to say for that paragraph! I thought it was good.

43. Violet So now the last PEEL paragraph.

People spend alot of money and time when making their own cosmetics. When making your own cosmetics you mostly spend 1 till 2 hours making the cosmetics. Also when making cosmetics you need many oils and only a small amount of it and when you then buy the Products that you need you then throw away many grams which have costed many euros. If you than made your cosmetics you mostly only can keep the product 6 weeks!

I think there I'm going to write why you can only keep it six weeks, maybe.

44. Abigail Yeah, that's good.

And then again you said cosmetics in one sentence two times.

Abigail SR I thought that if you read it in a different country it would make more sense if it said 'money'.

45. Violet ((Violet is writing down about the six weeks))

...six weeks, OK.

And then, the... Oh!

46. Abigail Conclusion?

47. Violet No, this is the conclusion ((gestures to page)). This is the fourth paragraph ((does a hitting own head gesture))

48. Abigail OK.

49. Violet *There are natural cosmetics you can buy. In the dm in ((city)) ((city code)) in the ((street address)) there are exactly 96 natural products. If you know your Skin type and what is good and bad for your Skin you can't do something wrong when choosing which make-up product you are going to buy. In a survey, 27 out of 40 people knew their Skin type.*

50. Abigail OK. Maybe you could write how you can find out what your skin type is.

Teacher Can you tell me what you were thinking here?

Abigail SR It would be easier if you knew your skin type, and in that paragraph she could say how you can find out your skin type.

51. Violet Yeah, I'll write that in my conclusion. So...

Conclusion

My Opinion about buying cosmetics hasn't changed. I still think that people should not buy any kind of cosmetics from random stores because you can get all kinds of skin cancer from some of the chemicals used in industrial Products. However now I know why to be careful when buying cosmetics and How. I can watch out what specific product I buy. but how can I do that? first, I should go to a dermatologist to do a Skin type test to find out my Skin type and possible allergies. Then I can go to a store and ask if there is a special product that is not harmful for my Skin and especially made for my Skin type.

52. Abigail SR OK. Yeah, I don't have anything to say for that conclusion. It's good.

Abigail SR There was one thing I maybe would change: it was that she said she would go to test her skin type. I would have put that in the fourth paragraph.

Teacher But you didn't say that to her.

Abigail SR No, because it also fit there, and that's just how she chose to do that.

Teacher Is that what you were thinking at the time or is that something that you've thought now?

Abigail SR At the time.

Teacher Thank you for your time.

SR-7.

Alexej's stimulated recall after tutoring Chip. This happened on 04/05/2018. Total length: 10:51.

1. Chip	My intro is: <i>Now adays a world without planes would be unbelievable we use them for rescue, transport and for fire Department. Planes are huge incredebile fast flying devices. 90.000 of them take off everyday. A very convenient way of travlining is with plane because they are the safest and the fastest. However they are very noisy and polluting.</i>
2. Alexej	That was a good intro. It gave me lots of information why planes are good and bad, but I couldn't really see your statement.
3. Chip	"A very convenient way of travelling is with planes, because they are the safest and fastest. However, they are very noisy and pollute."
4. Alexej	But that's more a fact, I think.
5. Chip	Yes, but I'm writing about facts.
6. Alexej	OK.
Teacher	Can you tell me what you were thinking here?
Alexej SR	I got confused because you said that the topic statement is not allowed to have facts in it, it needs to be a question that you can say yes and no to. That confused me a bit, and then I thought OK, just continue.
7. Chip	So, my first paragraph is: <i>There is no safer option than traveling with planes. Crashes can cost 100 of deaths but they are extremely rare, The chance of dying in a 1600 km flight is less than in a 100 km dive. Planes always get strictly checked before takeoff furthermore in the Cockpit the for years professinioal trained pilots can control everything of the plane from specials installed Cameras to all kinds of measuring tools. In Addition it is mandatory to have oxhegen masks and emergency exitson bord. Cars get checkedonly every 2 years also almost everyone can drive a car and the drive licens only takes a short time compare to pilots liscences.</i>
8. Alexej	OK, that was a good paragraph, it gave me lots of information where I didn't know, and it was understandable.
Alexej SR	Chip wrote it in a clear way to understand it, you know what he was meaning with the words and it was pretty good.
Teacher	What you were thinking when you said that to him?
Alexej SR	I was thinking that he made it understandable and I thought OK, I understood that now.
9. Chip	So, my second paragraph is: <i>There is no faster way to travel than with planes. An Average plane flies 800kmh. No car, train or ship goes the same speed exsept special vehicles that are not open to the World yet. People wrongly think on short distances cars beat the planes but this is not true on a flight from munich to Stuttgart the car takes 2:10 without and traffic while a plane takes 45 min + 1-30 minuets at the Airport. That's close but the plane won. On our next flight from Munich to Sylt the cartakes 11 hours and 40 minutes. The plane takes just 1:30 hours</i>

	+ 1½ hour stime at airport. The plane clearly won. That's Partly because its free from physicall barriers like Mountains oceass or traffic.
10. Alexej	OK. This paragraph told me why you should fly with a plane, and it was very good.
Alexej SR	This paragraph told me why I should fly with planes and he gave me some examples that were pretty good, and they convinced me to fly with a plane.
11. Chip	Paragraph three: <i>Planes are very loud. One of the word things is that they are so loud. Aplane takeoff is 140 decibels and 190 decibels is deadly already. That can be because mostly of the engines. A commercial plane hase turbofan engines wich have several fans build in and hot air streams out at the back from the engine the air that goes through the fan always makes a loud sound but that's not the only loud thing on a plane. Aircraft systems like... can... also.</i>
12. Alexej	OK, that paragraph told me why planes shouldn't fly, because they're so loud.
13. Chip	Yes. Was it good or bad?
14. Alexej	It was a good paragraph.
Alexej SR	I think it was a good paragraph because it clearly tells someone why you shouldn't fly with a plane. That was pretty good. I thought that he made it pretty understandable.
15. Chip	So, my fourth paragraph is: <i>Planes are super pollouting. At the takeoff and landing the planes need the most fuel. When a Big Plane needs 18l per theyr in the sky. Studies have shown There are 90000 takeoffs a day so roughly 28mil gallons per day used just by planes this will triple by 2050. An Boeng 747 can already weigh 306 metric tons if 2 engines need to move that weight they have to turn incredible fast. to reach that speed they need a lot of fuel. But there is a solloution to this problem, Scientist Doctor ((name)) from the institute of Technology worked on a new plane design that could reduce polloution, it has a more oval shaped Fuselage and a more aerodynamic nose. This could reduce polloution by 37%.</i>
16. Alexej	OK, that's a good paragraph, but there's a small problem. That with the doctor. It's a paragraph against, or?
Alexej SR	I got confused there because it was a paragraph 'against', why we shouldn't fly with planes, and then he wrote in the paragraph that there was a solution to that and that made me confused.
Teacher	OK. Can you remember any more about that?
Alexej SR	I told him that he should write it somewhere else, maybe in the paragraph before or in the conclusion, because I think it makes more sense.
17. Chip	This is an against paragraph...
18. Alexej	OK, but then with the scientist you should put it in the conclusion, because that says that it's good that they make noise. It sounds a bit like that.
19. Chip	... ((long pause)) No, like because she is solving the problem.
20. Alexej	Yeah, but it's an against paragraph.

Teacher	Can you tell me what you were thinking here?
Alexej SR	He always said that it should belong there, but I said no because it was a paragraph against. You shouldn't write something in there that was saying there's a solution there. That doesn't belong in a paragraph.
21. Chip	Yes, and if you put something for in it, it links a little bit more to your title.
22. Alexej	Oh. OK.
Alexej SR	There I also got a bit confused because I thought it doesn't really link to his title and that made me confused and I just said he should continue.
23. Chip	And the conclusion: <i>I first thought planes are great because they are fast and safe but found out that they actually bring many Downsides with them. If planes are too loud for you or live next to a airport there are special ways to isolate your house, But different companys also work on laws to not fly at night or design new planes.</i>
24. Alexej	OK. That was the conclusion. That was all good. Thank you.
Teacher	Can you tell me what you were thinking then?
Alexej SR	Yes, he should put that about the doctor there in the conclusion. It was a good conclusion but it would be even better if he put that with the doctor in.
Teacher	But you didn't say that. You said "That was the conclusion. That was all good. Thank you."
Alexej SR	I didn't say that but I thought that.
Teacher	Can you remember anything more about that?
Alexej SR	No.
Teacher	Did you think this was a good buddy conference?
Alexej SR	Yes, because I think we interacted a lot with each other and we agreed with each other. We said to each other what we think was good and bad.
Teacher	OK, but you seemed to disagree about something, about where he put the thing, and he didn't seem very interested in what you were saying about that.
Alexej SR	I disagreed when he wrote that but the rest was OK.

Teacher	OK. You said a couple of times that you were confused. What did you mean when you said that?
Alexej SR	I was confused, but also sometimes I thought he was wrong.
Teacher	OK, thank you for your time.

SR-8.

Alexej's stimulated recall after tutoring Clark. This happened on 04/05/2018. Total length: 06:14.

17. Clark *Security software why bother*

Security software are softwares that save you or your computer from Viruses and other theats. Sometimes they cost very much money, it doesn'T only cost money but also computer performance. However it keeps you safe most of the time and also does everything alone.

Sometimes security software is very expensive but sometimes cheap and sometimes even for free! A survey of 50 people has resulted that 40% have a paid security software. And 45% of the people that were asked in the survey, think paid security softwares are better than free ones. Paid security softwares are mostly better than free ones because the programmers work more if they get money from the buyers however if people make free ones they don't see the point of working hard. Security softwares don't only cost you money they also cost you computer performance.

18. Alexej OK. that was a good paragraph, but sometimes you repeated things.

Maybe you can find other words for 'computer', 'performance', and 'software'.

Alexej SR I thought that he was using some words very often, so I said to him that he should find other words for them, for example 'computer'.

19. Clark OK, I'll try.

Antivirus and other security software slow down your computer performance. Av-test.org, a well-known company which is an expert in the topic security claims the fastest security software out of the 23 most used ones is Kaspersky which has only 5. 1 loading points and the minimum is 5 while the slowest is threat trick with 13.9 loading points.No security software has yet reached the slowest possible slowness which is 25 points. Without a security software copying a 3.3GB file needs 141 seconds however with Kaspersky it needs 165 seconds but with threat trick, the slowest security software it takes over 500 seconds. Even though they're slow sometimes, they also are safe most of the time.

20. Alexej OK. That's a good paragraph, and you also put much details in it. I also think that Kaspersky is good because I also have it.

Alexej SR I thought at that moment that he put much details in it and I thought that was pretty good

Teacher You also said "I think Kaspersky is good because I also have it." What were you thinking at that point?

Alexej SR I was thinking, he writes a paragraph about Kaspersky and that's pretty good.

21. Clark OK.

Most of the time security software is safe and defends you. Many security software companys say people still need security software because they are safe however they also say to let them safe you must always have the newest security software version because threats are found everyday and only the newest ones know all threats and how to stop them. Under security software there are many different ones like antivirus but you don't always need one because sometimes it is already included but don't take the risk because if it isn't included it's arisk. It is safe most of the time and it also does everything alone.

22. Alexej OK. That was a good paragraph, but it was a little bit shorter than the other paragraphs.

23. Clark Yeah. I could make it longer-

Teacher What were you thinking at this point?

Alexej I thought that this paragraph was a pretty short paragraph. That paragraph was pretty long but this one was pretty short. I thought his paragraph was pretty short, but nothing else.

24. Alexej But it was still good.

25. Clark OK.

With security software, you can relax because it does everything alone. Almost every security software says it does almost everything automatic like scanning but if it finds something it tells you but also tries by itself to remove it.

26. Alexej Everything for that paragraph?

27. Clark Yeah

Alexej There I thought it was an even shorter paragraph. Maybe you can put some things in it some more detail in it. Maybe he could put more details or text in it, because it was so short. It was just like three or four sentences.

28. Alexej I think it was a short paragraph.

29. Clark Yeah it was the shortest.

I always thought we need security softwares because without them you are in danger but now I think you should first check and then if you have the most important ones and the ones that are needed I would leave it. To make everybody uses one I could tell people to use them and also tell others to use them.

30. Alexej

31. Clark That was confusing.

Maybe you can say that people should do it in a clearer way. That's a bit better.

32. Alexej Yeah, OK then.

Teacher What were you thinking here?

Alexej It was short, but for that short text it gave me good and much information.

33. Clark ((reads conclusion))

34. Alexej I got confused. Maybe you can say that people should do it in a clearer way. That's a bit better.

35. Clark Yeah.

36. Alexej Good paragraph, good essay.

Teacher What were you thinking at this point?

Alexej No. I just said it was a good essay because he gave pretty much information.

Teacher OK. Thank you for your time.

SR-9.

Chip's stimulated recall after tutoring Trev. This happened on 04/05/2018. Total length: 04:38.

3. Trev *Have you ever thought about what will happen when there is no more oil? Can you imagine a world without pollution and noise? One way to make the environment friendly is to drive electric cars. However, electric cars are more expensive than regular cars. Another disadvantage is that the battery has a limited range. Electric cars are still better than regular cars because they improve the quality of life.*
- One advantage is that electric cars exhaust no fumes. Because the electric cars have no combustion engine. That's why an electric car is 80% better than a normal car the electric car emits no fumes because they don't burn anything.*
- In cities there is mostly very loud a Ford Mustang GT500 has 74.7 decibels and the Tesla(s) it is an electric car has 30.6 decibels by a combustion engine the engine will ignite diesel then there is an explosion most cars are sound damped but it is still loud when we talk it is about 70.2 decibels.*
- The batteries have a limited range which means it must be charged more often. A normal diesel car can drive with one charge 1000km and a normal electric car can drive 300 to 380 km the electric car can drive not so long a distance because the battery has not very much storage space*
- The electric car is more expensive than a petrol car is. It is more expensive because the battery has lithium in it and costs 10,000 Euro a battery. A battery is divided into sections of cells in a row which have lithium in it. Lithium is a rare metal and therefore expensive a Tesla costs new 14,711 Euro and 166,99 Euro*
- How my thinking has developed*
- I developed that on the start electric cars are bad but now I think electric cars are better than normal cars.*
- What possible action can be made*
- the battery technology must change so that the electric car can drive longer distances*

Teacher What were you thinking while he was reading the whole thing?

Chip SR I was thinking that maybe he should stop, so I could comment after each paragraph, but he just read it to me.

Teacher Could you tell me any more about what you were thinking?

Chip SR That it was good for an EAL and I was thinking about what to say at the end because I was trying to remember everything because he read the whole text and I had very many things to remember, what he did well and didn't do well.

4. Chip So, I think it was a very good text, especially the introduction because you used many rhetorical questions and what was a little bit unclear was your paragraphs.

I didn't know when a new paragraph started, and I didn't know really what it was about.

Teacher Can you tell me what you were thinking then?

Chip SR I was thinking that maybe Trev didn't make his point clear. You didn't know and understand what the text actually was about.

[2.] Chip I think it was good, but sometimes I had the feeling a little bit that you don't know what you were reading about. It was still good though.

Chip SR Ah yes. He had words in there that he could not pronounce, like advantage.

Teacher So what were you thinking at that point?

Chip SR I kind of got the feeling that he had got the words from someone different, maybe someone he interviewed like an expert.

Teacher Thank you for your time.

SR-10.

Clark's stimulated recall after tutoring Jeff. This happened on 04/05/2018. Total length: 08:47.

18. Jeff *A lot of people think about soccer shoes different. Right now a lot of people are getting fake shoes that is not very good, when people buy the expensive shoes they have a great advantage. However High quality Materials has advantages and some people think they can buy the cheap version.*

Teacher You were laughing there.

Clark I was laughing because he did a mistake and he started laughing.

SR

Teacher Can you say any more about that?

Clark I thought he laughed funnily, so I laughed too.

SR

19. Clark OK. I thought this paragraph was very good, but I think it was a little short ...

20. Jeff Yeah!

It also has spelling mistakes!

21. Clark Yeah, but also good words, not always repeating. Some spellings though.

Teacher Can you tell me what you were thinking then?

Clark I was thinking that the paragraph was short, because it was only four sentences, I think, and I thought he could have made it a little longer. Also, he didn't keep repeating words and he did have some spelling mistakes.

22. Jeff *High quality material:*

With high quality material help you perform. A lot of people think if they buy the expensive shoes it just lets somebody look better, but that is completely wrong. It helps with your performance, Cristiano Ronaldo has been tested he was put in some low quality shoes without him knowing after he was 10 min into the training he asked the trainer if he could go in and change his shoes. This is 3 of the most obvious advantages, better touch on the ball, The player can run faster and has a better feel on the ball which you need on some positions more than the others.

23. Clark So, this paragraph was long and good and I think it did not repeat things, and I liked your evidence.

Teacher Can you tell me what you were thinking then?

Clark I was thinking that the evidence was quite good. It was reasonable. His paragraph was not too long and not too short. I thought it was the perfect length. It was long but didn't repeat things. It had different evidences, not only one.

24. Jeff *Advantages on different positions:*

Not all soccer shoes are made for all positions I would highly recommend to buy the right type of soccer shoes for the right position. Midfielders have leather boots good for passing however wingers have very light boots defenders have heavy boots mostly made out of leather. However a lot of people do not even know this and they buy the wrong shoes for their children

25. Clark I liked your explaining very well, but just your evidence, I didn't see much evidence.

Teacher What were you were thinking there?

Clark SR I thought there could have been a little bit more evidence there but his explanation swas well.

Teacher I see from your body language here that you have your hand over our face.

Clark SR Yeah. I was a little nervous because I was being filmed.

26. Jeff OK, that needs to come.

Buying Fakes

Whe buying soccer shoes most people just go on the internet search for soccer shoes that look good from the outside However they do not look on the material. People often go on other sites to get a lower price, that is the worst thing you can do because these companys probably sell fakes this is not good because they get people in poor country need to work all day get no Money for it, And if you buy them the other people very often think they originals and then get tricked.

27. Clark I liked how you had a very nice and long paragraph, and how you explained what the people in the poor countries have to do if you buy the cheap version.

Clark SR I was thinking that this explanation was very good because it wanted you to feel sorry, because it had this evidence. The people in the poor countries had to do all the work and not be paid well, so it makes you think.

28. Jeff *I can buy the cheap version*

A lof of people think that the cheap one will be better for them bot that is just not true often the cheaper hurts you feet get damaged and that is not good if you buy the cheaper ones they will hurt your feet. A very good Doctor who does want to give his name away said that it can be very damaging for your feet.

29. Clark OK. I did not like how you repeated one sentence, but the rest was actually very good.

30. Jeff *Pro player shoes*

Pro player shoes are not made for your feet because they are made from Pro players and they just creat the shoe for their sake and do not care about anything else.

Clark SR This time I wasn't thinking very much, I just thought of how he repeated one sentence, which was unusual in his essay. He had evidence with an interview.

Teacher You're saying that because this was unusual, it made it harder to notice anything else because you had that in your mind?

Clark SR Yea.

31. Clark I thought that paragraph was a little bit short, but also it was very informative.

Teacher You gave a little nod there at the end.

Clark SR Well, it was informative but I couldn't say very much because it wasn't very much different from the others so all of the stuff I said before I could have said here.

32. Jeff *I think more people should buy the expensive shoes because it is better for their foot and also the People that get treated unfairley will get other jobs*

33. Clark I thought your conclusion was also very good, and your essay was also very good. It's very good.

34. Jeff Thank you.

Teacher Can you tell me what you were thinking there at the end?

**Clark So at the end I just say good. But by good essay I meant I liked how he
SR said how his thinking changed, which means he found out a lot.**

**Teacher One thing you said in that video was "You should make a few changes".
What changes did you think he should make?**

**Clark Sometimes he should do more clear explanations, but that was it.
SR**

Teacher OK. Thank you for your time.

SR-11.

Pam's stimulated recall after tutoring Blossom. This happened on 04/05/2018. Total length: 18:16.

25. Blossom *So my title is "why sew".*

Pam SR So with the title, I was a little bit confused because I understood a different word from "sew". I thought it was suing.

26. Pam Ok. Introduction:

Sewing can be alot of fun and can give you a hole new wardrobe that lets you create youre own style not every one agrees but here are some Ideas why we should make our own clothes.

So, it has like information in, but I already knew the information.

I couldn't really read the words so good.

Teacher Can you tell me what you were thinking when you said that?

Pam SR When I read it, it was kind of confusing for me because I couldn't read what she wrote. I have a sewing machine so I already knew the information.

Teacher OK. You said "it was good but not really good". Can you add anything to that?

Pam SR I couldn't really see what the focus statement was.

Teacher Is there anything else you can remember thinking?

Pam SR Maybe she could add a little bit more information

27. Blossom Not everyone knows the information that's in there. You sew already but some people don't. ((Blossom is responding to the wrong issue))

28. Pam I would give more interesting and more important information in the introduction.

So, that's the first paragraph.

29. Blossom *It gives you a sense of accomplishment to sew youre own clothes and it is Fun to learn. But not everyone is talented to sew complicated things, but most anyone can sew simple things.*

30. Pam So the paragraph was really short but it was really good.

Teacher Can you tell me what you were thinking here?

Pam SR I have an idea from the beginning. When I saw her text, I thought it is really short, because mine was a bit longer. I can't remember more.

Teacher I just want to go back to one thing you said. You said "but it was really good."

Pam SR Yes, it was good. It had information in that I didn't know, but it was short.

[6.] Pam So, second paragraph:

In my survey 62 percent of the people said they can not sew and thought it takes alot of time But they should relise that shopping takes alot of time aswell.

So, this one has information in it but you need much more... Also...

You put percent in, that was really good, but I also couldn't see what was the PEEL paragraph, like point, evidence, explanation.

31. Blossom So, it was like this.

32. Pam It's kind of like in my survey 62 percent of the people said they cannot sew

33. Blossom The argument here....

34. Pam That is kind of the evidence and not the point.

35. Blossom Yes, so I mixed that up a little, but in my survey whatever that is the evidence ...

Pam SR I was confused, so that's why I asked. I couldn't see what the point, evidence, explanation was. I asked her and then she said she mixed it up and then I understood why I was confused.

Teacher Can you remember anything else that you were thinking?

Pam SR I thought why is she playing with her ring. That was all

Teacher What did you think about her playing with the ring?

Pam SR I just thought in my head "why is she playing with the ring? Is she listening to me?"

[11.] Blossom ... and the point of this is that the shopping also takes a lot of time, not just the sewing.

36. Pam So I think you should write more about shopping takes a lot of time and sewing is better. You can write much more about it, so when you write the final draft I would add a lot and make it better.

Pam SR I thought again there that it was really small and I'm not really sure if that part was already, but I also thought that it was too short and it has the same information that comes next, so I thought she could put these two paragraphs together because they're short and have the same information in them. I would do a new one, a new paragraph.

37. Blossom So the third paragraph is:

Sewing youre own clothes saves you the stress of shopping and you don't have to find a parking place and you dont have to go to lots of shops, but you do need to have the right Material.

38. Pam What is material? It's not really clear here what it is.

39. Blossom It's like the stuff for sewing. You need to have the right material for the right projects.

40. Pam Like a sewing machine?

41. Blossom No, I mean for example cotton.

42. Pam I would make here a new paragraph about a new thing, like how to sew.

Pam SR I already said about putting them together.

[18.] Pam Fourth paragraph:

Finding the right Material...

Pam SR So there I was confused. I couldn't really read the words, so I said 'material' wrong.

Teacher What were you thinking there?

Pam SR I was thinking 'how do you spell the word material'? Then the word material came really often in the paragraph.

(18.) Pam *...is not always easy Materials can also be expensive to buy you need to know which material is right for wich project. and where to find it.*

So it was good, but like I said before, maybe a new paragraph about how to sew and a new paragraph about something. How to sew you can put in the fourth paragraph.

Pam SR So there I laughed because I said the word like 'matrelierie'.

[18.] Pam So it was good, but like I said before, maybe a new paragraph about how to sew and a new paragraph about something. How to sew you can put in the fourth paragraph.

Pam SR So 'how to sew' was connected to the fourth paragraph, so I would put that in the fourth paragraph to make that bigger and more interesting and so it has more information in it.

43. Blossom OK. So the conclusion is:

There are arguments on both sides but I think you can get the exact look you want and can be uniqe if you sew youre own clothes. Everyone should try it at least once. Its Fun.

44. Pam The conclusion was really good but why is it so short? ...

You should put how your thinking has changed in the conclusion.

Pam SR So there I also looked at the conclusion, because I was not really sure if she put in how her thinking has changed, but then I saw that she didn't put that in, so that's why the conclusion was so short. So I asked her how her thinking has changed and I said to her that she should also write that in her conclusion.

45. Blossom OK, that's on the rubric.

46. Pam But how did it actually change?

47. Blossom First I thought when machines make their own clothes and we buy them it would be better, but if you actually make your own clothes it's better because...

48. Pam So I would really write that in your conclusion...

Pam SR So with that part, I can talk really much about it because I already did my own clothes and I bought my own clothes, so I can talk for an hour about that topic.

Teacher OK. What else were you thinking when you said that to her?

Pam SR I thought that her thinking has changed really much, from that side to the other side.

[24.] Pam ... Your text was really good.

Pam SR There I thought I forgot to say something good and I was correcting the whole time, so I never said that was good or well done, I only said the bad stuff.

Teacher So you felt you had to say something good at the end?

Pam SR Yes.

Teacher Do you think that was a good buddy conference?

Pam SR Not really, because I didn't say anything was good. When we did the posters about buddy conferencing I think I took 'be nice to each other' or 'say good and bad stuff' and I only said bad stuff. But she was good. Me not really.

Teacher Going all the way through though, you said it was "good" here, it was "really good", somewhere else as well where you said "it was good", "that was really good". You used that expression "it was good" lots of times.

Pam SR Yeah, because I couldn't think of another word or thing to say.

Teacher Do you mean you couldn't find anything specific that was good?

Pam SR Yeah.

Teacher OK. Thank you so much for your time.

SR-12.

Violet's stimulated recall after tutoring Abigail. This happened on 04/05/2018. Total length: 10:51.

19. Abigail Do you want to read it, or should I read it?

20. Violet ((smiling)) I can read it! ((laughs))

Teacher Can you tell me what you were thinking then?

Violet Just the same thing as when I read it by Pam, that I like to read those
SR essays.

21. Abigail OK.

22. Violet *Therapeutic animals are animals that help children wick are either mentally or physically sick. There are many kinds of therapy animals like horses, dogs or dolphins, there are also very uncommon animals like cats, birds, or even snakes. Animal therapy provides a range of different benefits and if therapists had more money, they could buy more animals and more children could benefit from that. However if the government pays for it we would need to give something up and a therapy whith animals is one of the most expensive therapies.*

23. Abigail Yeah, that's the introduction. OK

24. Violet So now the first PEEL paragraph...

Oh, wait! I need to say something about your introduction.

So, I thought your introduction was good and it also said like what therapeutic animals are and how much it costs so I think your introduction is pretty good.

Teacher Can you tell me what you were thinking then?

Violet I didn't see any mistakes or anything that looked weird, and I also
SR thought the sentences made sense, so I though that paragraph was good. It also included information.

[6.] Violet *OK. Animal therapy provides a range of different benefits. Horses are for children wick are depressive have Alaxia, a early childhood brain damage, as well as a skull brain trauma, these are only a few examples of many. The horse moves a specific way, and to stay up there you have to have balance. That is why (name), a 2 ½ year old boy got healed. First he was aggresive and couldent communicate. When he started taking therapy with animals he eventually was more tranquil much happier and no longer aggresive; according to his mother. Alpakas are the most common therapy animals, they have all abilities you need for a magnificent therapy animal. They are friendly, not aggresive, curious, they move slowly and are calm. They are not to large and children say they look 'funny' where many children open themselves up. Since many people; especially children are afraid of dogs or/and horses. The second most common animal is the dog, because he is hand and can be brought into buildings. But also there you need a dog who is calm and almost inactive. The slower the animal is the more calm the patients are.*

So, I thought that paragraph was good, but it's really, really, really long. You included very much information.

25. Abigail This is my strongest argument, so that's why it's so long.

Teacher Can you tell me what you were thinking then?

Violet When she said "it's my strongest argument" I kind of realized why it's so
SR long, because if it's her strongest argument then I guess she had the most information for it and then she could write the most about it. It

did have really much information. I thought OK, next week you can write a book about it.

26. Violet Yeah. So, this is good.

Therapists need more money so they can have more animals and more children can benefit from that. Frau ((name)) (a esteemed employee) of Malteser, a organisation that helps children, says "they could make the therapy more effective if the government would pay, because a animal can only "work" for 30-45 minutes and thet only once a week and if they work longer it isn't as effective. In addition it is very tiering and the animals are not willing to. Not only there are good sides on the government paying for therapy animals, but it has some bad sides.

27. Abigail This is the next paragraph.

28. Violet OK. So I thought this paragraph was also very argumentative, that's good, but look, 'tiring' – I think the spelling is wrong, I'm not sure.

29. Abigail ((Abigail highlights the uncertain spelling))

Teacher Can you tell me what you were thinking here?

Violet SR When I read the word 'tiring', Abigail needed to help me because I didn't quite see which word it was and then she told me that it was 'tiring' and I thought the word looked kind of weird, and then I took a highlighter so that if Abigail says something that I can write it in my book so I can remember it when I'm typing, and then Abigail did the same thing and she wrote that she should check her spelling here.

30. Violet Then the fourth PEEL paragraph. ((it is the third PEEL paragraph))

31. Abigail That's against.

32. Violet *If the government pays for it we would need to give something up. According to ((name)) a well respected expert in economics "people dont want to pay more tax or give something up they dont get any benefits from. The government doesent have entless money! So they cant do everything the citizens want. In addition to that ultimally it comes from the tay payers which may not be willing to pay for this service. The tax payers would have to pay really much.*

OK, so I thought that was also a good paragraph. I can't do that paragraph better.

Teacher You're laughing here.

Violet SR Because I said I can't do that paragraph better. I didn't know what was wrong or if anything was wrong because I didn't see something, and I didn't know what to say so I just said it's good.

[14.] Violet OK, so...

Another disadvantages, is that a therapy with animals is one of the most expensives ones. Animal therapy; costs around 120€ per hour cours alone and a therapy in a group around 80€. If it should help you would need to do it once every week to once every month wich depends on how strong your disability is. A phisio therapy costs 60-80€.

33. Abigail And then there's my conclusion.

That's really short.

34. Violet Yeah. That's a short paragraph, but I also have shorter paragraphs and I thought your other paragraphs, like the one that was two pages long, so I think that doesn't matter that one is smaller than the others.

Teacher Is there anything you can remember about what you were thinking there?

Violet SR Because Abigail had a smaller paragraph and before she had this big, huge paragraph, I thought that if there's one paragraph that's smaller than the others, I guess that's not so bad if she has one that's not so big because she didn't find the information about it. I didn't find that mad.

Teacher You said you also have shorter paragraphs.

Violet SR Yes, because I also had some and so I thought everybody has one or two short paragraphs.

[16.] Violet So, your introduction.

35. Abigail Conclusion

36. Violet Conclusion, introduction.

If the government would provide money it would have advantages like the animal assisted therapy would be more effective or that more children could get helped, but it also has downsides like paying more tax or even more people that get poor! My thinking has developed because now I think governments should only provide money if the animals and/or the therapists do it for a job. But that won't happen by its own. Adults take a minute and think about animal assisted therapy, children tell other children or adults you know about this, teachers talk to your directors and ask if you could teach students about this kind of therapy. And people tell or/and persuade anyone you know!

So, I thought your conclusion was strong and at the end you also said what can be done.

Teacher You said "I thought your conclusion was strong", then it looked like you were thinking for a long time...

Violet SR Yeah, because I then I said action, and then I looked on my graphic organizer paper again, because I didn't know what that word means again. I thought to myself what was that word, then I looked at my organizer.

Teacher OK. Thank you for your time.

SR-13.

Blossom's stimulated recall after tutoring Anna. This happened on 07/05/2018. Total length: 25:14.

109. Anna Hello Blossom.

110. Blossom Hello Anna. So, what's your title?

111. Anna My title is:

Factory farming: how much should animals suffer for cheap meat?

So, should I read the introduction?

112. Blossom Sure, if you want. You wrote much!

Teacher You said: "you wrote much!" What were you thinking when you said that?

Blossom SR When I saw the papers I was like "wow". I just have two papers and she has four or five. That's so much. In my head I thought that's really much, and mine was really small.

113. Anna *Most of the food today is factory farmed. Factory farming is when many animals are forced to live in a small area and can't move. It's common all over the developed world. Chicken get pecked by other animals and pigs are not able to go to their babies.*

So, what do you think?

114. Blossom So, I thought your introduction was good, but it could be a little longer maybe.

Teacher What were you thinking here?

Blossom SR The introduction was maybe three sentences or maybe a little more, but it was really shorter than the rest of the text so I thought she should do it a little longer and make the other paragraphs shorter.

Teacher Were you already thinking about the other paragraphs at this point?

Blossom SR Yes.

115. Anna Longer, yeah.

What do you think I could write there? What questions do you have when you...?

116. Blossom Maybe... wait, let me see again. Maybe what's important.

Blossom SR I didn't remember there what she said, that's why I looked at the paper again, and then I gave her a few tips what she could put in, like maybe some questions.

117. Anna Maybe why should we be care?

118. Blossom Yeah, like what are factory farmed animals?

119. Anna That's good.

120. Blossom What do they have to do? For what are they there? Like maybe a little bit what is it. I know you have what factory farming is but maybe you could have which animals are in factory farming mostly.
- Teacher There were about five questions that you said to her.
- Blossom SR Yeah. She could pick from them, she doesn't have to do all but she could pick a few.
121. Anna There are most these animals who we eat, but not like kangaroos...
122. Blossom Or dogs!
123. Anna It is mostly chicken, pigs, beef, and other animals too so.
124. Blossom OK, should I read the second one?
125. Anna Yeah.
126. Blossom OK, so is this your first paragraph till here?
127. Anna Till ((laughs)) here.
((shows spot on page))
- Blossom SR I didn't really see when her paragraph ended, because she didn't use this.
- Teacher You're pointing at the 'tab' button on my keyboard, which makes indents.
- Blossom SR Yeah, that's it. I didn't really see it that well because she always had spaces like that. She had really big spaces in normal sentences and then I didn't really see where the paragraph ends.
128. Blossom Anna you have to put these spaces in, because now I can't see from which paragraph to which paragraph. ((Blossom appear to mean indentation))
129. Anna But the teacher didn't say we need to have them.
130. Blossom Yes, we need them. Or else we don't see which paragraph is which.
131. Anna Oh, then OK I will make it.
132. Blossom Maybe you could highlight it?
- Blossom SR I said "maybe you could highlight it" so I can see where the paragraph ends.
- [24.] Blossom Wait, can I have it? ((reaches for the highlighter))
133. Anna *You want the pink, yeah?*
- Teacher You say "can I have it" and you reach and take the pink highlighter.
- Blossom SR She was like this ((holds a pen out in a strange way)) and I wanted to highlight from where to where. I wanted to see what I should read.
134. Blossom It's just till here ((marks page)) ...
and this is a paragraph too, right?
135. Anna That... wait... I did it like when you have a new paragraph, it's 'factory farmed' blah blah blah, then you have a space, then the new paragraph comes.

136. Blossom OK.
137. Anna And space, and next paragraph.
138. Blossom OK. So let me just read it.

Factory farmed food is cheap. One kilo of factory farmed... minced... ((Blossom pronounces it /'m:ainsd/ rather than /'mɪnsd/))

What's that word? It's not in your text.

139. Anna Minced ((/'m:ainsd/)) meat is, you know, meat that is like you miced ((/'m:aisd/)) it in the mice ((laughs)), so not the mice to eat, you have like the machine you put the meat in, it's making it pretty small.
140. Blossom So it's just making the meat smaller?
141. Anna Ja, it's like this. In German I think it's called... How it's called. I forgot how it's called.
142. Blossom ... *minced beef at Penny and Marktkauf costs just five euros and ninety-nine cents. At a organic... butcher* ((Blossom pronounces it /'bətʃə/ rather than /'bətʃə/))
143. Anna Butcher ((pronounced correctly as /'bətʃə/)) is you know the one who is killing the food.
144. Blossom Urgh!
145. Anna So you see, there is a real life...
146. Blossom ... *butcher, one kilo of minced beef costs ten euros and ninety-five cents. All factory farmers give low prices food to the animals. They don't...*
- Anna, I have a question – why is here the space so big and here not?
147. Anna Oh! Probably I didn't see that.

Blossom SR She did a really big space in the middle of the paragraph and then a really small one, like a normal one, in the other sentence, so that's why.

Teacher Let's be really clear. When you say "space", do you mean a space going along, like between words, or do you mean spaces like this between sentences?

Blossom SR Between words. I always stopped reading because there were little mistakes, and then she had this word that was like... minced, and then I didn't know what it means, and that's when I stopped, and then I told her she could add what it means because I'm already in fifth grade and I don't know what it means. How would a grade three know that?

148. Blossom Is that a new paragraph, 'cause it looks like that?
149. Anna No. They need to be like that ((indicates previous section)), but here it stand wrong.
150. Blossom OK. So:
...they don't get washed, that saves time and money for the workers. Most machines are doing the work, because you don't need to pay them for their work. That saves money. They are not allowed to go out. The animals get cheap anti...
151. Anna I just know the German word.
 Antibiotics.

152. Blossom ... antibiotics so they don't get ill. For the animals it's not possible to play or having comfortable lives.

153. Anna So what do you think about?

154. Blossom So, I thought this had much detail and it's good that you put these numbers, like how much it cost in it, but I think you could also put what does minced mean, because I didn't know it and if I don't know it I don't think the smaller children will know it.

Teacher Can you tell me what you were thinking here?

Blossom SR I was thinking like "what is this word", because first I thought it would have to do something with mice, because she said it like mice, but then she told me, but it was really a weird word for me because it had something to do with mice.

Teacher You started that comment by saying "So, I thought this had much detail and it's good that you put these numbers."

Blossom SR The numbers were the percentages. She was something like 25% or stuff like that. If you put that in, it's more believable.

155. Anna Maybe I can put some German words too in it.

156. Blossom Maybe you could put what it is. Maybe you could put something like Penny and Marktkauf is a shop or a store, maybe you could put that in it.

157. Anna Maybe shop, like a market, supermarket.

158. Blossom Just leave the shop, but maybe you could write Penny and Marktkauf, they're a shop.

159. Anna They know that probably. Marktkauf, MARKTkauf!

160. Blossom (('Markt' is German for 'shop'))
Marktkauf maybe but not Penny. And there was butcher, but I know what butcher was but I didn't know the English word for it.

161. Anna So, how about this paragraph now?
So, yeah.

The animals suffer, this is wrong. According to Mr Müller, said his cows have a area of four square meters. Chickens and other animals get stressed because they can't move properly, so they hurt each other. Furthermore, the pigs' tails get cut off so they don't bite each other. This happens when they can't move and get stressed.

I think... do you understand what I mean? This happens when... I read that again: *furthermore, the pigs' tails get cut off*

162. Blossom Maybe just leave the pig's tails.

163. Anna Now I understand, OK.

The animals don't have anything to play with. Chicken get their beaks cut... their beaks shortened, so they can't peck at one another.

What do you think about that?

164. Blossom So, this was also good, but this one was shorter than the other one.

165. Anna Yeah. I didn't find it... so, I have much information but it's.... yeah, I don't have a bit more.

166. Blossom So, Anna, I have a question. What's your statement?

- Teacher You said: "So, Anna, I have a question. What's your statement?"
- Blossom SR Yes, I asked that because I didn't know it, and that would maybe help her. It came in my head I could ask her if she did other interviews she could put it in. She just did one in the text, that was with Mr. Müller. I did two interviews but I didn't put them in my text, that's why it was so short.
- Teacher Can you tell me anything more about what you were thinking when asked about the statement.
- Blossom SR I don't remember anymore so good, but she has to have something in there that has to do with her topic. With my topic it would be weird if I would take fabrics if my topic statement is "we should make more handmade textiles".
- Teacher You felt that she was talking about something that didn't connect with her topic.
- Blossom SR Yes.
- Teacher And you were trying to find out if what she was talking about was really her topic.
- Blossom SR And her statement wasn't in her introduction, so I didn't see it in there.
- Teacher And you realized here, you realise in the introduction?
- Blossom SR No, I didn't. But then I realized what her topic statement was. Then I looked at the introduction paper, because it was still there, and then I saw her topic statement isn't in there.
167. Anna *Factory farmed animals should have better lives.*
- Maybe I can say that in the introduction!
168. Blossom You have to do that, because I didn't hear it or see it. That's why I asked.
169. Anna OK, then, that's the next part.
170. Blossom There... It's till here, right?
171. Anna Yes.
172. Blossom And I have a question, why did you like right here, the farmer Mr. Müller, why did you do it big?
173. Anna I did it like...
174. Blossom Thick?
175. Anna Thick, yeah. Because now when somebody reading the text, sometimes they're just like Farmer Müller, and now when they read that they should protect it in their brain so they don't forget it quick. I think for my Exhibition on the 16 May I will tell something about the farmer, so when they read that they should know which farmer I mean, so it's Mr Müller.
176. Blossom That's actually good. So!

They also need a lot of...anti...

I can't say that!

177. Anna Antibiotics.

178. Blossom *Antibiotics. Which is bad for us. When eating a lot of meat that has antibiotics we can get ill, because some antibiotics stay in our bodies, then illnesses can learn how to...*

I think the 'S' needs to go away.

179. Anna Where are you? Ah ja, you're right.

180. Blossom *The illnesses can learn how to beat antibiotics that...*

181. Anna Antibiotics!

182. Blossom ((laughs))

That.

Teacher You laughed there and threw your head back.

Blossom SR Yes, because I know what antibiotics is but I couldn't say it that well. When she corrected me again, I said "I've said it wrong again!"

183. Anna That what?

184. Blossom You had a point there.

185. Anna ((looks at paper))

186. Blossom Here is a point

((Blossom highlights the word and shows Anna))

Teacher "You had a point there." "Here is a point." You highlight and then you show Anna.

Blossom SR Because she had a point in the middle of a sentence or something like that.

Teacher Do you mean the Point from the Peel paragraphs?

Blossom I think it's a full stop. She had a whole line done, and then a point, and the sentence wasn't finished.

Teacher She had a full stop in the middle of the sentence?

Blossom SR Yeah.

187. Anna Maybe that should go away, and then another point should come.

188. Blossom Maybe we... lets how about 'how to beat antibiotics', and then put ((laughs)) this in another sentence, OK?

189. Anna Yeah.

190. Blossom And then do the point. So leave the point there, and do another sentence with 'that'.
191. Anna OK. You just let me think.
192. Blossom *The problem might be that when we need antibiotics when are ill, then it doesn't work. But then animals get sick, the factory farmer kills them because he doesn't want the others get sick too. However, if too many animals die because they get infected by the illness he can't earn money with them and then he is not allowed to sell the meat. They give hormones...*
- What are they exactly, hormones?
193. Anna Hormones is like they give you medicine, like you get bigger.
194. Blossom Maybe you could also write what hormones is, and antibiotics.
195. Anna I will then tell a person when they don't know that.
196. Blossom Because I don't think people will know that, like I know what antibiotics is because I used them...
197. Anna Everyone used them...
198. Blossom But I don't know what hormones is.
199. Anna Yeah, that's OK, yeah.
200. Blossom *... to the animals, so they get bigger – more meat. Most of them can't carry their own weight.*

So I thought this was a good paragraph, but I think this one was really long

201. Anna Yeah, but it's much information and I think it's OK that it's so long.

Teacher Can you tell me what you were thinking there?

Blossom SR I was thinking this paragraph was too long, and I already saw that the other paragraph was too short.

Teacher Do you mean the paragraph before this one or the one after it?

Blossom SR After. Because it was maybe the last line, and then I saw it is so long and the other one is so short, and I asked if she could move a little information from the long paragraph to the short one, but then she said in the other paragraph it is another part and if we put information from this part it wouldn't make sense.

Teacher OK. Could you tell me any more about what you were thinking when she said that?

Blossom SR At first I didn't understand her because she said it with different words that I wouldn't say, and then I wanted to ask her what do you mean, but then I understood it.

202. Blossom OK, so your turn. Conclusion.

203. Anna My conclusion is here, that's a next paragraph.

204. Blossom That's a small paragraph.

I think you should do this bigger, like maybe take a few parts from here and put it there.

Teacher You're saying the same think to her again.

Blossom SR It looked like her conclusion because it was so small. I said the thing I told you, that she should move information.

205. Anna Yeah but it didn't will sense make like, wait, because here:

...factory farming makes much cheaper meat, it doesn't need a lot of space, workers, and land...

206. Blossom Yeah, OK, just...

207. Anna OK. So...

It doesn't needs a lot of space because twenty-two chickens are allowed in Germany per square metre. Many machines are doing the work, for example feeding, milking, and butchering. But the workers need to check the machines.

So, that's a pretty small one, and I didn't find any information to make it bigger than it's now, so.

208. Blossom Maybe you have to find more information.

209. Anna But I think it's OK when I have one small, because that's pretty big, the one. So it's *Ausgleich*.

((Ausgleich is German for 'balance')).

210. Blossom Yeah, it's like kind of together, like.

Teacher So Anna said "it's *Ausgleich*", and you said "It's kind of together, like".

Blossom SR Yeah, I didn't know a really good word to tell her, but she has such long paragraphs so let's leave this one short, because they are so long, but I wouldn't do that. I would take some information that is connected to the other paragraph and put that there.

211. Anna Yeah.

212. Blossom I know what you mean. So, conclusion:

My thinking. I think my thinking has developed because now I'll don't eat so much meat. I'll watch what meat I eat. I want to tell teachers, people, children, and more about factory farming and what I found out. I know that we need factory farming but has too bad things that we should know.

213. Anna There are too bad things.

214. Blossom Yeah! OK, so I thought your conclusion was good, so I think this is good conclusion.

Teacher Can you tell me what you were thinking when you said that about the conclusion?

Blossom SR Yes, so I thought the conclusion was pretty good because you could really understand what she was thinking about factory farming. I really understood what she meant. But she said that she's not going to eat so much meat anymore, but I think if you don't eat that much meat any more then the animals have to be factory farmed more, maybe, because you don't eat them.

Teacher So you were thinking about what would happen if people did what Anna said. Can you tell me any more about what you were thinking then?

Blossom SR I mostly think about that when people say I'm a vegetarian, because the animals, I'm so sad about them, and actually, why don't you eat it if the animals make you sad but the animals die for you, but if you don't eat them then it actually gets wasted.

215. Anna Thank you.

216. Blossom You're welcome.

Teacher Blossom, was this a good buddy conference?

Blossom SR Yes. I was pouring because she had to add so many things but I thought this information that I gave her would help her.

Teacher Thank you so much for your time.

SR-14.

Jeff's stimulated recall after tutoring Clark. This happened on 07/05/2018. Total length: 12:32.

14. Clark So, should I read?
15. Jeff Yeah, you should read.
16. Clark OK, and then after every paragraph you will come in, OK?
17. Jeff OK
18. Clark *Security software why bother*

Security software are softwares that save you or your computer from Viruses and other theats. Sometimes they cost very much money, it doesn'T only cost money but also computer performance. However it keeps you safe most of the time and also does everything alone.

Jeff SR I thought that the title was a very catchy title because people will say "I bother, I want to read what he thinks". That caught my mind already.

19. Jeff Yeah. I think that's a good paragraph because you included a lot of stuff and you explained what your topic is.

Teacher What were you thinking at that point?

Jeff SR I thought about what was good, what was bad, I didn't see much bad stuff so I told him what was good and what he should keep in his text.

Teacher OK. Is there anything else you can say about that?

Jeff SR Yeah, I think at first I thought it was not that good that he repeated something, but first he made the point and then he said something more about that topic.

20. Clark OK.

Sometimes security software is very expensive but sometimes cheap and sometimes even for free! A survey of 50 people has resulted that 40% have a paid security software. And 45% of the people that were asked in the survey, think paid security softwares are better than free ones. Paid security softwares are mostly better than free ones because the programmers work more if they get money from the buyers however if people make free ones they don't see the point of working hard. Security softwares don't only cost you money they also cost you computer performance.

Jeff SR I was thinking that I already know that, you just told me that, so why are you repeating it again?

21. Jeff I think that was a good paragraph because you used percentages, but you said this (gestures at page) already in the introduction.

Teacher Is there anything you remember thinking at that point?

Jeff SR Yeah, I remembered out chart that says what you should do when you are buddy conferencing and I thought about it and I said the good thing and the bad thing about that paragraph so he can improve.

22. Clark OK, yeah that's right.

Antivirus and other security software slow down your computer performance. Av-test.org, a well-known company which is an expert in the topic security claims the fastest security software out of the 23 most used ones is Kaspersky which has only 5.1 loading points and the minimum is 5 while the slowest is threat trick

with 13.9 loading points. No security software has yet reached the slowest possible slowness which is 25 points. Without a security software copying a 3.3GB file needs 141 seconds however with Kaspersky it needs 165 seconds but with threat trick, the slowest security software it takes over 500 seconds. Even though they're slow sometimes, they also are safe most of the time.

- Jeff SR I thought that it was very complicated, he could have maybe after he said something complicated he could have explained what it is so that other people know, because I don't know what that means. I asked him afterwards but at that point I did not know what it means.
23. Jeff OK. I think that was a good paragraph. It was really long, and it had complicated things but I think you can understand it pretty well.
24. Clark OK.
- Teacher What were you thinking when you said that?
- Jeff SR I thought that he put a lot of effort in that paragraph because it was very long and informative to some people that know what he is talking about. I didn't tell him at that point that it was too complicated because I didn't want to say it yet.
- Teacher Can you tell me anything more about that?
- Jeff SR I thought it would have maybe affected him a little bit for his reading in the next paragraph so I didn't tell him.
- Teacher You mentioned that you told him at some other point.
- Jeff SR Yes.
- Teacher But that's not in this video, right?
- Jeff SR Yes. Because I still wanted to know, but I also didn't want to interrupt him while we were filming it.
- Teacher When did you tell him then?
- Jeff SR Right after the video.
- [11.] Clark *Most of the time security software is safe and defends you. Many security software companys say people still need security software because they are safe however they also say to let them safe you must always have the newest security software version because threats are found everyday and only the newest ones know all threats and how to stop them. Under security software there are many different ones like antivirus but you don't always need one because sometimes it is already included but don't take the risk because if it isn't included it's arisk. It is safe most of the time and it also does everything alone.*
- Jeff SR I thought at that point, that makes sense, we need all the security software because if you have a really old one it will not remember anything and it will not show anything that is really new.
- [11.] Clark *With security software, you can relax because it does everything alone. Almost every security software says it does almost everything automatic like scanning but if it finds something it tells you but also tries by itself to remove it.*
25. Jeff Yeah. That was also a long one and it told the people who are listening that they shouldn't panic, and they should first check and then install their security software.
26. Clark Yeah. ((Clark did not read his conclusion))
- Teacher Can you tell me what you were thinking there?

Jeff SR I thought about how people will see it, because they will read it and also think about what he just wrote, and I think it will help them because he said they should stay calm and they need to check before they install security software if they already have some.

Teacher You're really thinking about how his audience will react to this. When you were talking, were you thinking of yourself as his audience?

Jeff Yes. I was thinking what it would be like at Exhibition Evening.

Teacher Is there anything else you can me about this conversation?

Jeff SR I didn't understand everything. Sometimes I thought things were relevant but sometimes I thought you need to take this out because it's not relevant.

Teacher But you didn't say that.

Jeff SR Only one time.

Teacher Thank you for your time.

SR-15.

Trev's stimulated recall after tutoring Storm. This happened on 07/05/2018. Total length: 03:54.

10. Storm So, I will start.

Migration.

More migrants are good for our country because they can show us practical things from their country. In addition, they can do various jobs and Germany needs more workers

Teacher Can you tell me anything that you were thinking while she started reading?

Trev SR I think she wanted to read first. We did it that she reads, then I read, then she reads...

[1.] Storm *However, migrants sometimes don't know how to do things and we need to spend time showing them how to do it. Some people start feeling bad about migrants because they think they want to occupy Germany.*

((Storm passes the paper to Trev and shows where he should start reading))

Teacher Here she leans over and touches your page. Can you tell me what you were thinking when this happened?

Trev SR I was thinking that she was helping me.

11. Trev OK.

When migrants come to our country, they bring new and interesting traditions and their own culture. In the Maximilian street there are more than 10 shops from migrants. They bring us things like Döner, Pizza and different clothes. We have these things because migrants come to our country. Migrants also work here in Germany and that's good because we really need workers in Germany.

12. Storm *We don't have enough workers here in Germany and because migrants come to our country we get more workers. Germany needs 3.3 million more workers. There are so many migrants who work in there one shop or in a German shop. We have got very many children who can't work yet. And we have got very many old people who can't work anymore. Our country is like a vase because of the many children and old people and the less workers. If Migrants work in our country they sometimes don't know how to do things.*

13. Trev *Migrants often don't know how to do things and we need to spend time on showing them how to do it. In other countries Migrants are doing their jobs in their country different and don't know how to do it in Germany. Migrants are changing our culture a bit because of that.*

14. Storm *If Migrants come to our country and they bring new things with them they are changing our culture which some people don't like when there country is getting changed. Migrants open shops and work in German shops. Some people are feeling unwell because of that because they think they want to occupy Germany.*

15. Trev *My thinking has changed because earlier I didn't really know if Migrants are good or bad for our country. I would wish that people are nice to Migrants and help them if they would need help.*

16. Storm So, what do you think about my essay?

Teacher Can you tell me what you were thinking here?

Trev SR I was thinking that the text was really long. I think it is good so and she gave much information. For each PEEL paragraph the *Anführungsbuchstaben* (the first letter) is really big and this is good. I want to do this also.

17. Trev Your essay is long, and I think it's good because you have so much information in it. Yes.

Teacher Can you tell me what you were thinking when you said that?

Trev SR I was thinking I'm finished. Yes.

18. Storm OK, thank you.

Appendix P: Focus Group Interview Transcripts

Focus group A.

Participants: Abigail, Chip, Clark, Jeff, Trev, Violet.

Date: 07/05/2018

Length: 31:03

1. Teacher Okay, so first question, let's start here and go Trev, Violet, Abigail, Chip, Clark, Jeff. Do you like giving feedback in a buddy conference? Why or why not?
2. Trev Yes, because, I will say other people mind and what is bad by this and that do better.
3. Teacher Violet?
4. Violet I like it because I can help other people to correct their mistakes I guess and that they do it correctly
5. Teacher OK: Abigail?
6. Abigail Yes, because it helps them get their work better.
7. Teacher OK. Chip?
8. Chip Okay. So depends. So, sometimes no, because I have less time to do my own work but, but, but yes, because I can help my friends doing theirs better.
9. Teacher OK, a follow up question to you then, does it make a difference in a person's friend or not?
10. Chip No
11. Teacher Okay. Clark, do you like giving feedback in a buddy conference?
12. Clark Yes, because it makes them knows what to do better next time.
13. Teacher OK, and Jeff?
14. Jeff Yes, because people should know what they need to work on and what is good.
15. Teacher The next question, do you like receiving feedback in a buddy conference? I'm gonna start with Jeff this time we'll go around that way. Jeff?
16. Jeff Yes, because then I know I do better in my essay or my work that I do.
17. Teacher Clark? Do you like receiving feedback in a buddy conference
18. Clark Yes! Because I know what to do next time
19. Teacher Chip
20. Chip Yes, because it helps me get better.

21. Teacher OK. Abigail?
22. Abigail Yes and no. Yes, because of my work gets better and no, because sometimes it is a feedback but it's not given correctly and then you can understand it wrong.
23. Teacher How do you mean it's not given correctly
24. Abigail Yeah. It's like
25. Violet ... not clearly
26. Abigail Yeah. So you don't really know what they mean. And then if you ask them they mean something really different.
27. Teacher So it can be harder to understand or it's not so good.
28. Abigail Both.
29. Teacher OK, Violet?
30. Violet Yes, because it helps me and my work gets better. Yeah.
31. Teacher OK. Trev?
32. Trev Yes, because then I can do my work better and I have and I, when I'm, when it is good, then I must do nothing more.
33. Teacher Okay. That's a new point. Thank you.

Using your whiteboards, please think about this question. How do you try to help during buddy conferencing? You don't need to write the whole sentence. Just give me a sign when you're ready.

Chip, how do you try to help?

34. Chip I'm trying to give them the right correction and then don't only go on spending mistakes like I tried to correct if something is unclear or if there is maybe a structure wrong.
35. Teacher OK great. By the way, if you have no ideas, say "no ideas". I'd rather you said that then repeat somebody else's idea.
- Violet
36. Violet I try to correct words when they look weird and I also try to say what I thought about that paragraph or the text.
37. Teacher Thank you. Clark?
38. Clark By not interrupting and not criticizing too much, but also saying good and bad things.
39. Teacher Why don't you criticize too much?

40. Clark Because then you're just saying the bad things, not the good things. If you say the good and the bad things, they'll change it later.
41. Teacher OK. Abigail?
42. Abigail So, I don't say everything because then if I say everything that I think then they wouldn't have anything to do.
43. Teacher So how do you decide what you say?
44. Abigail It's like the most important stuff. So sometimes I say if there's like a (problem with) the structure, like Phillip said, if that's wrong, then I say that, but if there's a word spelled wrong, then I just say correct your spelling.
45. Teacher OK. So you're saying you say structure first, maybe leave spelling if there are lots of problems.
46. Abigail Yeah, and I also tell them what I don't understand. What doesn't make sense for me?
47. Teacher OK, Trev, are you ready?
48. Trev Yes, I try to help others with their work and correct their...
Rechtschreibfehler (spelling mistakes)?
49. Teacher Their spelling.
50. Trev Yes
51. Teacher OK. Jeff?
52. Jeff I try not to make the person unhappy but I correct things that it makes the text more interesting and catchy
53. Teacher The first thing you said there was that you don't want them to be unhappy. Is that the most important thing?
54. Jeff Yes, because when I say the first thing, that was really bad, then they're not going to listen to me for the rest of the buddy conference.
55. Teacher OK, great. That was everybody.
- When it's your turn to receive feedback, what do you hope for in the buddy conference, when the other person is giving it to you?
- Violet?
56. Violet I hope that if they see something that they also tell me, and they don't need to say to me the specific word or whatever it is, just say, "I think in this sentence there is word wrong", then I also can do my own.
57. Teacher So you want them to bring your attention to stuff that you hadn't noticed before?

58. Violet Yes. So just to really say what they think about the text.
59. Teacher OK. Trev?
60. Trev That they say the right answers, that's not correct and this is correct.
61. Teacher OK. So you want them to tell you clearly, this is good, this is not good.
62. Trev Yeah.
63. Teacher OK, Abigail?
64. Abigail So, I would want that they say something and not just say this is good, this is good. Because they, they think they have to do something.
65. Teacher OK, so for you It's also important to say the bad things.
66. Abigail Yeah. So, it would be better if they said the bad things than just say that everything's good.
67. Teacher OK. Trev, you had something you wanted to add?
68. Trev Yes. Also that you don't *absichtlich* (on purpose) say that the right one is wrong.
69. Teacher OK. So you want no false information, you don't want someone to look at a word that's correct and say that's wrong. Good.
- Clark?
70. Clark I want them to explain what's bad or good, not just saying this is good, this is bad. I want to know what is bad.
71. Teacher You value an understanding or an explanation of why it's good or bad.
72. Clark Yes.
73. Teacher OK.
- Jeff?
74. Jeff I want that people tell me what they think when they are reading my text because I can refer to that then. When I'm looking at my text I think it's good, but other people maybe would have some things that they want to share with me that it's not that good.
75. Teacher OK. Chip?
76. Chip Maybe if I they know about my topic too and they checked my handwritten thing they could maybe tell me if I have fake information in it.
77. Teacher OK, so not just the language, but you want your partner to check the content as well, are the ideas correct or the facts?
78. Chip Yes.

79. Teacher Great. Some people have said this already, so I don't need everybody to answer, you can just go like this (shakes head) if you feel you've already said it.
- What do you look for in the writing when you are buddy conferencing?
80. Trev When I give, then I think the spelling.
81. Teacher OK. So, for you spelling is important, but Abigail, you said spelling wasn't so important.
82. Abigail I would say "check your spelling". Just like that and not say directly what is wrong, because then if I tell them everything, then they... yeah
83. Teacher OK.
84. Trev Then it's not more his work.
85. Teacher OK. Thank you for keeping with me even though it's hot. Question six then. Do you always make the changes your buddy suggests? When do you make the changes or when do you not make the changes?
- Violet?
86. Violet Um, so mostly I make the changes, but if I think that it's wrong then I sometimes look it up or I leave it.
87. Teacher OK, so when would you just leave it?
88. Violet I think when I would say "no, I think that is totally correct".
89. Teacher OK. Clark?
90. Clark I would do the change when I think it's necessary, but if it's unnecessary, for example, if my buddy tells me to leave out that space, like a big space between two words, I just leave it.
91. Teacher OK. Chip?
92. Chip So if my buddy says this is wrong and I can see the mistake, I change it. But if I have a different opinion than him, for example "thinking is bad", he says it's wrong, but I say it's good. So I just leave it.
93. Teacher So you would not make a change unless you completely understood that change?
94. Chip Yes.
95. Teacher OK. Abigail?
96. Abigail So I correct it only if it makes sense, but if there's something really small that the computer corrects, then I just click on the computer to correct it, not look it up.

97. Teacher OK. This is really about of when the buddy suggests something and you say no or you say yes.
98. Abigail Yeah, when they say, look this word up and I don't look it up normally, only if it's like a really big mistake, but normally it isn't.
99. Teacher OK. That's because you feel...
100. Abigail ... if it's on paper and then I type it up on the computer, I don't correct it because the computer corrects it.
101. Teacher OK. Trev?
102. Trev I don't correct everything, I look at the translator and then I correct it.
103. Teacher So you have to make sure that this other tool also matches. Would you say you're a bit like Chip, and you have to understand it first?
104. Trev Yes.
105. Teacher Jeff? When do you not listen to your partner?
106. Jeff I normally do, but when something doesn't make sense, I don't listen to it because it's my text and I can do whatever I want.
107. Teacher OK. There's this feeling of ownership that you have.
108. Jeff Yes.
109. Teacher OK, next question. Number seven of ten. Some buddy conferences are really short and some are really long. Why do you think this is?
- I'm going to have to go with Jeff, because he's laughing. Jeff?
110. Jeff (laughs)
- Some people have that much writing, some people don't give as much effort in it...
111. Teacher Do you mean the writer or the person who's reading it?
112. Jeff Both of them, because the writer could still could still ask for more details, they just want to have it over with. So that's why some buddy conferences are not as long as some others.
113. Teacher OK. Have you ever had it where you are buddy conferencing and you feel, "oh this person hasn't put in the work so I won't bother either" ?
114. Jeff Yes.
115. Teacher Thank you for your honesty!
- Clark?
116. Clark Sometimes if the writing is very short then the buddy conference is short but if the writing is long then the buddy conference will be long.

117. Teacher Not always though, not always.
118. Clark Yeah, it also has to do with the effort, like Jeff said.
119. Teacher OK. Chip I'll come back to you because I can see you're still thinking.
Abigail?
120. Abigail OK, so I had one buddy conference that wasn't so long because the person just said "it's good, it's good, it's good" and didn't have anything that I could do better and so that didn't really help me.
121. Teacher Any idea why that person just said "it's good, it's good, it's good"?
122. Abigail Because they didn't want to bother.
123. Teacher It was effort, you think, it wasn't that they couldn't find anything?
124. Abigail Yeah, because then afterwards, when I typed it up, then there were mistakes with the words.
125. Teacher Stuff that you spotted.
126. Abigail Yeah
127. Teacher OK, and you feel that other person could have spotted them as well?
128. Abigail Yeah!
129. Teacher OK. Violet?
130. Violet I think even if you have like a short text, I think it's about the effort because if the person that gives you the advice just says "yeah, this is very good, that doesn't matter if that's wrong or so", even if you tried to say "like this?", but the person always says "no, no, it's good", it will be shorter.
131. Teacher OK. Trev?
132. Trev And when the person reads really fast then it's not so long. And when there is no spelling mistake or when the person don't know, then it is short.
133. Teacher OK, you feel it's more that you can't find something, than something to with effort?
134. Trev Yes.
135. Teacher OK. Chip?
136. Chip So I think it's how good are you at story writing and how bad are you in it? Because sometimes it's like that, maybe you are with an EAL student and you are speaking five years English already. And of course, then he doesn't recognize the same mistakes then a English speaker that already speaks English for a long time.

137. Teacher OK. So to summarize what everyone said on this question, lots of you feel that it's effort mostly that decides how long ago, how short it is, but sometimes it could just be that you don't know what to say.
138. Violet Yeah.
139. Chip Yeah.
140. Jeff Yeah.
141. Teacher. Clark, would you agree with that?
142. Clark Yeah.
143. Teacher Abigail?
144. Abigail Yeah.
145. Teacher OK. On your whiteboard, please think about this. What do you do or say when you can't think of a way to make somebody's writing better?
- You've got this writing and you can't think how to make it better. Maybe it's maybe it's really good.
146. Chip What do you do?
147. Teacher What do you do? What'd you say?
- Jeff?
148. Jeff I would say that I don't have anything to add to the writing.
149. Teacher OK. Clark?
150. Clark I would say the writing is OK, but I don't know what to say about it.
151. Teacher OK. But you'd tell them it was it was good, it was OK.
152. Clark Yeah.
153. Teacher Chip?
154. Chip I would say I'm not so sure, but in my opinion it's good.
155. Teacher OK.
156. Abigail I would say it is good, I don't have anything, or that I'm not so sure what you could do better because it is good.
157. Teacher OK. Violet?
158. Violet I would say it is good or I would say I don't really have something to say about it.
159. Teacher OK. Trev?
160. Trev I would say I don't know what are the spelling mistakes I can't help you.

161. Teacher OK. I asked this question because there were loads of buddy conference where people just said, "yeah, it's good", so I'm trying to find out what this means.
- How do you feel when your partner doesn't want to take your advice; you're buddy conferencing, you are the one giving ideas and they don't seem to want to follow your ideas.
- Violet?
162. Violet I feel weird, because then I tried to help that person but that person just says "yeah, yeah, yeah, I'm not interested, I don't need your advice"
163. Teacher Has that happened to you?
164. Violet Not yet, but I think I would feel kind of sad because that person just says "yeah, I don't care".
165. Teacher OK. Clark?
166. Clark I feel annoyed because I took a whole buddy conference, which is maybe eight minutes, and then it was just for a word, "thank you", and then they don't do it.
167. Teacher OK. Has that happened to you?
168. Clark No.
169. Teacher Chip
170. Chip I'm not sure because I was never in this situation.
171. Teacher Abigail?
172. Abigail I would feel annoyed because would have this whole buddy conference, because I also have something to do and I do that to help them.
173. Teacher You're taking time out of your own work.
174. Abigail Yeah. And if they would say to everything "no", if they would say something to me I would normally do the same to them.
175. Teacher OK. Trev?
176. Trev I would feel bad because I think it's his work and not mine. Then when his word is bad, then it's not mine.
177. Teacher So, you wouldn't feel too bad about it.
178. Trev. Yes.
179. Teacher OK. Jeff?
180. Jeff I would think the same as Trev. I would just say "yeah, then don't make your work better, then just suffer and write a not very good essay".

181. Teacher So, my last question, was about how you feel when you partner doesn't want to take your advice. This one's a follow up question. Is it different when the reason they don't follow your advice is because of what adult told them? Like me, or Mrs. A, a mentor, their parent or whatever. Does that make a difference?
- Violet?
182. Violet Maybe. I'm not sure because I wasn't in that situation yet, but I think if a parent would tell them and I would be annoyed because they shouldn't be involved in that. If it would be a teacher, I'm not sure because if a teacher helped them already, maybe that advice is better, but if I would spot a new thing then I would be disappointed if they didn't do that.
183. Teacher OK. Because even a teacher could do it wrong, you're saying.
184. Violet Yeah.
185. Teacher OK. Abigail?
186. Abigail If they tell me that then yes, it would make a difference. But if they wouldn't say something and just sit there being annoyed of you talking, then I would be annoyed.
187. Teacher OK. If you suggest to change and someone says, "oh no, to my mentor said to do it this way", you would say that that's fine, then do it.
188. Abigail Yeah. But it also depends on who says it.
189. Teacher OK. Trev?
190. Trev I think when a teacher said it and I said "this is not right", and they think it's right, then I'm annoyed.
191. Teacher You're annoyed. It doesn't matter why they're doing that.
192. Trev OK.
193. Teacher OK. Chip?
194. Chip So, I think they, they would rather listen to a teacher than to a student because they think a teacher, he's intelligent, he studied, he teaches other people everyday something and a student, he's just learning from the teacher, so why believe the student and not the teacher.
195. Teacher So you can appreciate why the other person would like a teacher's input more
196. Chip Yes
197. Teacher Anything more you can add, Chip?
198. Chip No.
199. Teacher OK. Clark?

200. Clark I think that I would actually listen to the teacher or the mentor because they have experience with it.
201. Teacher So the question was, "would it be okay for the student you're helping to say, "no, I'm not going to do what you say because the teacher told me". You think that's fine?
202. Clark Yes.
203. Teacher OK. Jeff?
204. Jeff Yes, same as Clark because they would listen to a teacher because he knows better than a student.
205. Teacher I asked this question because I noticed a few times some students saying, "oh well this teacher, that person told me that such a thing", and I wondered if that was actually true or whether people are just saying it as a way of stopping anybody talking about something by saying "no, no, my mentor told me this."
206. Violet I think that could be, but if I then found out that it wouldn't be real and what they said, I would be quite disappointed and I would also tell them that!
207. Teacher OK. Abigail?
208. Abigail it also depends on who says it because if Violet would say it, then I would believe her more than if somebody else said it.
209. Teacher OK, we don't need to use names of who we would or wouldn't believe, but, what type of person would you believe less?
210. Abigail Somebody who always does stuff they shouldn't do.
211. Teacher No names!
212. Abigail No, no names!
213. Teacher OK. Trev?
214. Trev I think when the teacher said not a right answer, and I look on the Internet at ten websites, then I say to him and say, "it's not right, it's not right."
215. Teacher OK. That was the end of my questions. I just wanted to know if there was anything important about buddy conferencing that I haven't talked about or that I might not know about from your point of view, or something that's just not come up.
216. All No
217. Teacher Nobody can think of anything. Please do come and say to me if you think of something more, because your experience of buddy conferencing is very different from my experience. Thank you for your time. Please go back then and work on the rest of your Exhibition.

Focus group B.

Participants: Alexej, Anna, Blossom, Pam, Storm.

07/05/2018

Length: 28:39

1. Teacher First of all, do you like giving feedback in a buddy conference? You do not need to write. Please think about this. Let's start this side. Storm, do you like telling the other person how to do better?
2. Storm Yes, because then he just knows what he can do better
3. Teacher OK. Anna?
4. Anna Yes I like, because I went to help the other person because it's not like I want to say "do it bad". I want to help them doing better and a them tips so they know how other people would say yes
5. Teacher OK. Alexej?
6. Alexej Yes, because when they have a good essay you can think, I helped them with that and I feel good about that.
7. Teacher OK. It helps you feel good about yourself that you've helped them.
8. Alexej Yes.
9. Teacher OK. Pam?
10. Pam Yes, I like it because, it's like you are a teacher just saying what you can do better and what is good.
11. Teacher It puts you in that different role when you're doing this, and you like that?
12. Pam Yes.
13. Teacher Blossom?
14. Blossom DELETED FOR PURPOSES OF ELT AWARD

Anna DELETED FOR PURPOSES OF ELT AWARD

Appendix Q: Overview of LREs

LRE suffix key

SI	Tutor signals issue
TI	Tutee signals issue
NI	No (further) issue
RSI	Tutor suggests change following issue signalling
RUI	Tutor suggests change with no issue signalling
TRS	Tutee suggests change following issue signalling
TRU	Tutee suggests change with no issue signalling