

Pauses and turn-taking in a multi-level language ability adult Efl group: A case study

Selinay Gündoğan

Department of English Language Teaching, Social
Sciences University of Ankara, TURKEY
Email: selinay.gundogan@student.asbu.edu.tr

Abstract - As globalization diversifies adult education, English as Foreign Language (EFL) classrooms increasingly function as heterogeneous communities comprising mixed ages and proficiency levels. Despite this shift, existing literature largely treats these variables in isolation, overlooking the complex interplay between linguistic ability and generational dynamics. This case study addresses this gap by analyzing a multi-level, multi-age adult EFL group through Conversation Analysis (CA), grounded in the theoretical framework of Activity Systems. The study examines how classroom interaction is co-constructed not only through linguistic competence but also through social norms and age-related hierarchies. Data analysis reveals distinct micro-interactional patterns: brief pauses function as structural tools for task management, while frequent latching emerges as a primary mechanism for peer scaffolding within adjacency pairs. Most significantly, the study uncovers how social rules within the activity system mediate linguistic performance. Findings indicate a critical intersection of age and proficiency, where longer pauses frequently signal younger participants deferring to older peers. This suggests that turn-taking is governed by a social etiquette of respect that surpasses linguistic processing speed. The study concludes that the adult EFL classroom is a multi-dimensional activity system where social identity and language proficiency are inextricably linked, calling for a pedagogical shift that acknowledges these complex, underlying dynamics in mixed-ability groups.

Keywords: adult education, Efl, conversation analysis, multi-age classrooms, peer scaffolding

1. Introduction

Sociocultural turn in educational research in the 1990s shifted the focus of classroom discourse research from micro level cognitive features of foreign language learning such as attention and memory to macro level features including the societal and cultural norms influencing the learner (Tsui, 2023). This shift, in combination with the communicative turn in language teaching in 1980s, which emphasized the importance of authentic communication in the classrooms (Richards & Rodgers, 2001), has highlighted a more detailed understanding of classroom discourse. As a response to this shift in focus, concepts including cultural and social dynamics (Dörnyei & Malderez, 1997; Roux, 2001), turn-taking (Nomlomo, 2011; Waring, 2013), and communicative competence (Byram et al., 2013; Leung & Lewkowicz, 2013) have been examined extensively in pedagogy. A natural extension of this movement has been an increasing attention paid on the classroom discourse in mixed-ability language classes. (Ronksley-Pavia et al., 2019).



It is crucial to examine multi-level classrooms considering the current trends in the English as a foreign language (EFL) research. Moreover, more studies should focus on adult language learning given the current globalization trends in the world. Despite the previous projects launched about life-long learning (Matthews-Aydinli & Van Horne, 2006) and books examining the multi-level adult classrooms (Bell, 2004), empirical research examining the dynamics of multi-level adult groups has been scarce in the last decade. To address this gap, this study examines multi-level adult students' in-class interaction. Various elements of in-class interaction, such as speech acts, non-linguistic behavior, attitudes, modes or mediums of communication, can be examined. This study focuses on the organization of communication and particularly turn-taking and pauses and aims to examine the social dynamics of this specific multi-level adult classroom. Turn taking and pauses are moves that occur naturally in discourse depending on the relations of the participants. Therefore, examining them will provide valuable information about the relationship between each participant's level and age.

Activity Theory (Figure 1) is chosen as a key aspect of this study to facilitate examining the features of communication and relations between the elements of communication. "In Activity Theory the unit of analysis is joint-mediated activity, which includes two or more individuals in interactions mediated by cultural artifacts" (Laboratory for Comparative Human Cognition, 2010, p.364). For a comprehensive understanding of this research, a detailed explanation of the present activity system is required. For this research, subjects are the students, instruments are verbal language, gestures and moves that organize communication, among which turn-taking and pauses were chosen as a subject of the research, and the object is to communicate successfully. This is the basic framework suggested by Vygotsky (1978). Engeström (1987) expanded this system by adding rules, community and division of labor for a better understanding of the interaction of other elements. For this research, macro-level rules are the societal norms and micro-level rules are completing the information gap activity only through communication and students are instructed not to show information only provided to one of each. Community is the classroom environment as well as the Turkish culture, connected to the background of the participants and the place of research in a macro level. Influence of the relations formed in the classroom and cultural norms on communication is another focus of this research. Division of labor is shaped around the task-specific roles yet the extent of speech each participant makes is governed by the natural flow of the interaction. All these elements work together and play a crucial role in the realization of the object (i.e. communication) in the classroom context. Each agent is influenced by or influences other elements of this system which affects the outcome.

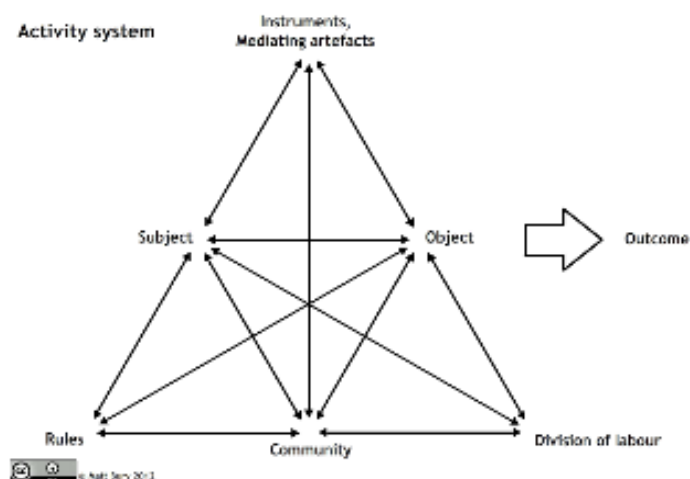


Figure 1 Activity System (Engeström, 1987)

Within this framework the aim of this research is to examine the complex system of communication of a multi-level adult EFL group. In detail, pauses and turn-taking strategies will be examined to obtain information about the relationship between each participant's level and age. In accordance with the aim of the study and the need for examining multilevel adult groups detected in the literature review, following research questions were set.

RQ: How does communication unfold during information gap activity completion of a multi-level adult EFL group? (1) What kind of purpose do pauses serve in communication? (2) What kind of purpose does turn-taking serve in communication? (3) How do students' levels or ages affect communication?

Pauses and turn-taking are well-researched conversational moves in second/foreign language learning discourse studies. While research on turn-taking provides coherent findings about its functions, functions of pauses have been controversial in the last decade.

Pauses in speech are typically linked to **oral fluency**, especially in second language (L2) research. In recent years, however, several studies have challenged a simple one-to-one connection between pausing and (dis)fluency. De Jong (2016) argues that fluency is a **relative, context-dependent construct**, and that certain pauses should not automatically be treated as indicators of low fluency, depending on their location and function in the utterance (Jong, 2016; Kallio et al., 2022; Bosker et al., 2013). Tian and colleagues (2016) further show that filled pauses can carry different pragmatic meanings across cultures, indicating that their interpretation is not universal but culturally mediated (Kosmala & Crible, 2021; Kosmala, 2022; Matzinger et al., 2023). Most recently, Révész et al. (2024) introduced neuroimaging (fMRI) to second language task research and demonstrated that, even when behavioral pausing patterns do not differ across task-complexity conditions, underlying brain activity does vary systematically with task demands (Révész et al., 2024). This suggests that pausing behaviour alone may underrepresent the cognitive processes involved in L2 speech planning.

Research on turn-taking suggests that the most used pattern is adjacency pairs, that is taking turns in the same sequence, in equal times and in the form of an answer following a question (Ilmi et al., 2019). Following strict rules in the usage of these leads to enhanced group work since no student is left behind (Ilmi et al., 2019; Jin, 2022; Gagné & Parks, 2016). Studies done with adults support these findings by adding that although real life situations include less controlled turn taking, controlled classroom environments are useful in teaching communication and socialization skills (Patharakorn, 2024; Walldén & Wedin, 2025). Although turn-taking moves have been frequently researched in line with adjacency pairs, which generally enables an automated turn taking mechanism to certain extent, group work necessitates much more than adjacency pairs and this study is into those moments.

In the last decade, globalization has affected EFL like other research areas. It is deemed to be decisive factor in the increasing number of adult EFL learners. OECD (2023) trends in adult learning show that Foreign Language Learning is in the top 10 list of non-formal education. Thus, adult groups deserve higher attention in every subfield of applied linguistics, including classroom discourse.

In their study examining an adult English as a Second Language (ESL) classroom, Waring and Yu (2018) set out to investigate how engaging life outside of the classroom is accomplished in teacher-student interaction. Similarly, Tai and Brant (2018) set out to examine how teachers employ embodied enactments and respond to learner initiatives in an adult ESL classroom. Both studies concluded that giving voice to learner life and bridging the gap between classroom and outside is a key aspect of adult classrooms. Tai and Brant (2018) added that creating imaginary contexts helps in achieving this goal. In this study, participants are educated in a similar way. Research done by Wang and Ai (2023) who explored the participatory opportunities of two participants in small group interactions was the only research examining the group interactions



instead of teacher-student interactions. This research concluded that control over participation lies in how learners position themselves and positioning is influenced by the interaction dynamics (i.e. attitudes, task, teacher instruction). These studies were useful for demonstrating the importance of including real life communication in the education of EFL adult students. The present study examines turn-taking and pauses as conversational moves to observe group dynamics shaped by participant's level and age, thus, provides insights from different and same level matched pair work instead of an individual perspective in a multi-level group.

Studies examining elderly students are also present in literature. Most of the studies found that elderly EFL students mostly have positive attitudes and motivation (Klimczak-Pawlak & Kossakowska-Pisarek, 2018; Chen, 2022). Other common features present in elderly students were low education and feelings of own limitations affecting their education (Klimczak-Pawlak & Kossakowska-Pisarek, 2018; Chen & Buckingham, 2025; Geng & Jin, 2023). Moreover, Chen (2022) recommended utilizing role-plays and group activities for increasing the real-life language usage in elder students. However, all these studies included elderly students alone and did not examine the interactions of elder students with younger students and the present research will contribute to the literature in this way.

2. Method

This study is designed as a qualitative case study in which voice recordings of four students engaging in communication during information gap activities (see Appendix A) were collected. Considering the small scale of the participants and need to examine dynamics detailly, case study design was the most suitable research design. Recordings were transcribed according to a simple version of Jefferson Transcription System adapted for the needs of the study. Symbols necessary for indicating a pause or turn taking, such as equal sign for latching and numbers in parenthesis for pauses, extra signs relating to features of context, such as double parentheses for additional notes are utilized. During the process of transcription, free transcription tools and artificial intelligence were utilized.

Transcriptions were analyzed using conversational analysis. This method was the most suitable analysis method considering the aim of the research which is to examine occurrence of pauses and turn taking and their effect on the communication on a small-scale and multi-level adult English as a Foreign Language group with an extended attention to participant's level and age. Moreover, conversation analysis was chosen to be able to identify patterns in communication.

Convenience sampling was used in choosing participants. Participants consisted of four adult women who attended the study voluntarily and filled an information consent. They have taken 80 hours of A1 level listening and speaking focused courses from the researcher. Though the participants have participated in many communicative-oriented tasks through their training, the data of this study comes from three specific information-gap task completion contexts. Information-gap tasks are communicative activities in which each student has a part of information that the others do not have, and they have to obtain the missing information by communicating. This type of activity is chosen deliberately to foster daily life communication skills informed by the literature. It was made sure that each participant paired up with another student at each task to examine all the relations. Six combinations occurred (Figure 2). While students completed information gap tasks by switching pairs, teacher (researcher) was responsible for preparing students for the task and scaffolding during the task. A total of 12 recordings were gathered for analysis.



Figure 2
 Pairs of each information gap activity

The design of the study requires detailed information about the participants. Their ages are represented with their pseudonyms from eldest to youngest as: Jane (65), Maria (25), Sophia (22) and Carrie (20). Except for the eldest (Jane) other three were relatives. Maria is the older sister of Sophia and Carrie is their cousin. Sophia attended the courses after the first 20 hours, and she fell behind other students, she was pre-A1 level according to CEFR descriptors. Carrie had the most recent experience with the target language thanks to her ongoing education at the university she is studying at. As a result, she was ahead of the others and her level was A2. Jane is a keen student who improved significantly along the course; however, her previous self-study was presented as pronunciation problems in her speech. Although she studied specific grammar rules herself, she could not use them, and her level was pre-A1 in terms of listening and speaking skills. Maria is a keen student who has improved significantly and her level was A1. According to this information participants were considered as a various ages and multi-level group.

3. Results and Discussion

3.1 Results

As stated in the Richards and Seedhouse (2016), “CA research aims to identify the patterns, practices and devices through which talk in-interaction is orderly and coherent” (p. xvi). After 12 voice recordings were collected and transcribed, final drafts were examined to identify frequently occurring patterns related to the research questions and will be presented in this section.

3.1.1 Pauses

Pauses occurred frequently during the communication and served different purposes. Most of the time brief pauses (0.1-0.3) occurred when participants were searching for a specific word. For example, in excerpt 1, it can be understood from switching to Turkish at the end of the sentence that Maria was looking for word “both”, thus briefly pausing twice. These types of brief pauses occur in every participant’s speech, however, a pattern in high and low proficiency levels was identified. While high-level student Carrie utilizes these brief pauses before providing feedback or explanation, low-level students utilized it to separate lexical chunks.

Excerpt 1

MARIA: Yes (0.4) breakfast with (0.2) I want to breakfast with dinner (0.2) İkisini bir istiyorum ((translation: I want both together))

JANE: Yes okay (0.3) thank you
 (0.5)

MARIA: I will (0.2) I will be paying with a MasterCard (0.2) American Express

JANE: Yes
 (0.6)

JANE: Do you need (0.1) anything (0.1) else

MARIA: Hm (0.3) room number (0.1) room number

JANE: Pardon (0.2) room number (0.3) room number ten

MARIA: Ten
 (0.5)

MARIA: Ödeme ((translation: payment))



In excerpt 1, it is also possible to see that longer pauses led to topic and turn changes. Maria tries to shift topic into payment towards the end of the task twice after 0.5 seconds of pauses. This pattern is observed in all 12 dialogues. Usually, Carrie or Maria utilizes 0.4 to 0.6 second pauses to initiate a change in the direction of conversation or directing their partner to a new task element. By contrast, the older participant Jane tends to exhibit either very short or significantly longer pauses.

Longest pauses occurred where the cognitive load of the participant was estimated to be high. Participants were struggling with numbers, telling the time and spelling throughout the lessons. In the excerpt 2, Maria needed to tell the time of the film, and she was aware that she had to use 12-hour time format, which is different than the 24-hour time format used in Türkiye. However, it required more cognitive load than she was prepared for at that time, so she consulted the teacher for the answer. This process resulted in 1.1 second pause.

Excerpt 2

SOPHIA: Show time (0.2) today tomorrow
(1.1)

MARIA: 13 ama nasıl söyleyeceğimi bilmiyorum hocam ((translation: 13 but I don't know how to say it teacher))

To sum up, distribution of pauses across 12 transcriptions show that length of the pauses is related to its function. The purpose could be serving as a structural marker for brief pauses, transitional tool for longer pauses and cognitive processing mechanism for the longest pauses. Some exceptions were also present. For brief pauses, structure subject to it varied according to level and become lexical structures for lower levels and conversation structure for higher level. Also, longer pauses were not present in elder participant's speech.

3.1.2 Turn-taking

Information gap tasks relating to real-life events applied in the natural classroom environment provided patterns both previously informed by the literature and unique to the context. One finding was that participants mostly stick to the question-answer adjacency pairs. However, there were also exceptions. Sometimes, both participants were asking or answering the same question. For example, in excerpt 3, Carrie and Jane struggled to find the right question format. They switch Turkish to negotiate form and meaning. Most of the time Jane asked questions without waiting for Carrie to answer them and it can be concluded from the short pauses between Jane's turns. When Jane found the answer, instead of replying to the question Carrie repeated the question. When Carrie presented an answer, Jane repeated the answer. This pattern was identified at the negotiation and collaborative turn completion parts. Although this turn taking pattern was present in every participant, the elder student Jane's speech was distinctive and presented various repetitions disrupting the question-answer adjacency pairs found in the nature of the information gap tasks.

Excerpt 3

CARRIE: Uhm (0.3) ne diyeyim ((translation: what should I say)) (0.2) Siz bana soruyorsunuz ((translation: you are asking me))

JANE: Diyeyim de nasıl ((translation: only if I knew how)) (0.5) How (0.3) Konusu ne diyeceğim ((translation: I will say what is the subject))
(0.4)

CARRIE: Önce hangi filme diyeceksiniz ((translation: first which film))

JANE: Hangi film ((translation: which film)) (0.1) Hangi ((translation: which)) (0.4) Which (0.2) Which olur mu ((translation: is which okay)) (0.2) Yok ((translation: no)) (0.3) Which film

CARRIE: Which film

JANE: Which (0.1) yes

CARRIE: I think (0.2) King Robert

JANE: Ah King Robert

CARRIE: Yes

Sometimes, in addition to negotiation, participants relied on teacher on turn completion and question-answer adjacency pairs were disrupted once more. In excerpt 4, Sophia struggled forming a question. Jane asked the teacher for help although she was the one providing the answer after teacher scaffolded. Occurrence of this turn-taking pattern was average and each participant utilized it.

Excerpt 4

SOPHIA: I go to Italy

JANE: Italy'e gitmek istiyor ((translation: she wants to go to Italy))

T: Nasıl giderim diye sormak için nasıl yapıyorduk ((translation: how were we asking how to go))
(0.5)

JANE: How can I= **SOPHIA:** =go how can I Italy how can I go Italy Italy

JANE: Yes (0.3) it is travel (0.2) flight

SOPHIA: Yes

Another turn-taking pattern was identified in the reactions serving various purposes. Sometimes participants produced reaction utterances such as "beautiful", "wow" or "no" to fill in the gaps or encourage partner. For example, in excerpt 5, first Carrie struggles with the question form and utters "sorry", in response to that Maria latches a "no" to encourage her finish the sentence. Later, Maria counts a few things on the activity sheet and this time Carrie fills the pauses with these phrases. Although they serve a purpose, they disrupt the question-answer adjacency pairs. This turn-taking pattern was only utilized by Maria and Carrie.

Excerpt 5

CARRIE: What should you (0.2) you think (0.3) sorry (0.2) you think= **MARIA:** =No= **CARRIE:** =What should I Zurich Switzerland ((wrong pronunciation))

MARIA: Switzerland is famous for its chocolates

CARRIE: Wow

MARIA: And the Swiss Alps attract many tourists

(0.4)

CARRIE: Beautiful

MARIA: And the country has four (0.3) official languages

CARRIE: Okay thank you

(0.4)

CARRIE: What's the best restaurant (0.2) in Switzerland you think

Other turn-taking patterns identified were latching and overlapping talk. Although overlapping talk was not common there were several cases where a participant latched a word over another without a natural beat of silence. Overlapping talk occurred a few times and usually induced by Carrie. Carrie usually provided Turkish translations or answers without waiting for the end of the previous sentence. Excerpt 6 is an example providing both overlapping talk and latching caused by Carrie. She provided translations through both.

Excerpt 6

SOPHIA: Teacher what's guest

T: Guest is who will stay at [hotel]

CARRIE: [Otelde kaldığı] ((translation: stayed at the hotel))

T: customer= **CARRIE:** = Müşteri müşteri numarası ((translation: customer, customer number))= **SOPHIA:** =Ah

T: how many customer

(0.2)

SOPHIA: Kaç kişi ((translation: how many people))



Latching was induced by every participant and arises from the need to confirm an answer, completing someone else's answer, translating or encouraging the other. For example, Maria confirms Jane's answer right after she utters it in excerpt 7.

Excerpt 7

MARIA: (0.3) Okay would you like a single a single or double room (0.2) and smoking and non smoking
JANE: Non smoking= **MARIA:** =Non smoking

Lastly, explicit directions were detected as another turn-taking pattern. Especially Maria and Jane uttered directive phrases in Turkish with an aim to complete the task or to correct an error. For example, in excerpt 8, Maria directly marked the end of the first part and stated it is time to switch the roles.

Excerpt 8

MARIA: Okay okay
(0.6)

MARIA: Benim filmim hakkında sor ((translation: ask about my film))

SOPHIA: Okay favorite film

Findings provided that various types of pauses and turn-taking serving for various purposes were present in the communication of multi-level adult groups. For the first research question findings show that pauses are frequently presented in the form of brief pauses serving as structural tools while longer pauses are utilized for managing turn-taking. For the second research question findings show that adjacency pairs are the main structure embodied in the nature of the tasks, frequent latching is another key characteristic of turn-taking patterns serving as a tool for peer scaffolding. For the third research question findings show that occurrence of pauses or turn-taking patterns are characterized by the level of the participants while longer pauses might indicate that younger participants wait for older participants.

3.2. Discussion

This qualitative case research was done to get insights into the complex communication system of a multi-level adult EFL group during three information gap activities. The communication was examined through an analysis of turn-taking and pause patterns related to their levels and ages. Participants completed the information gap activities, and the communication was characterized by various gaps and turn taking patterns.

Data shows that the oldest and least proficient participant Jane exhibited the highest frequency of the longest pauses particularly when handling numerical data. In her activity system this indicated a contradiction between her linguistic abilities or tools and task rules. Since she could not comply with the task rules she often switched to Turkish. On the contrary, the younger and the more proficient participants Carrie and Maria utilized brief pauses as syntactic markers. A significant finding was that middle-length pauses were used as turn allocating or topic shifting mechanisms especially by younger students. These results are in line with literature. As Jong (2023) suggested, pauses did not mean low fluency in specific cases. For instance, Carrie had a higher level of proficiency and could complete the task with less pauses. However, it can be concluded that she chose to pause several times to manage the interaction and give the stage to lower proficiency partner. This can be interpreted as the role of pauses to serve for peer scaffolding in communication for higher level students. This role acted as a mediator in completing the task. Higher level participants' linguistic instrument not only enabled them to reach objectives but also supported other participants' activity systems.

In terms of turn-taking patterns, participants mostly demonstrated adherence to adjacency pairs. This result is in line with literature as Ilmi et al. (2019) concluded the same result. This is probably due to the nature of the task. This controlled nature helped participants carry

out the task and communicate successfully supporting the findings of Patharakorn (2024) and Walldén & Wedin (2025). However, there were several exceptions that characterize communication. Elder student Jane's distinctive turn-taking pattern in repeating the previous utterance disrupted the adjacency pairs. As an objective she focused on picking up new vocabulary items more than completing the task. Her objective contradicted the rules of the task. Moreover, this could be interpreted as a deliberate social move where she assumed the role of younger students as the main drivers of communication in division of labor. Interpreted this way the older student positioned herself as a less active agent of communication. This result is in compliance with Wang and Ai (2023) who suggested that participation is related to positioning. Explicit directive turns taken by younger students also support this result. However, constant latching and overlapping speech patterns show that among younger students, this social norm was not well established, creating a contradiction between community, instruments and division of labor.

The collective evaluation shows that the group functions as a whole where strengths of higher-level students compensate for the limitations of another in the meantime being guided by social roles. Communication for this specific multi-level adult group unfolds as a highly adaptive and socially regulated activity system affected by the levels, ages and societal norms.

4. Conclusion

This study utilized activity system theory to get better insights into the complex system of a multi-level adult group and concluded that interaction is not only characterized by levels of the students but also their ages and social norms. This detailed examination of interactions was necessary in filling the gap in literature, that is the lack of studies examining multi-level adult EFL interactions. Literature mostly focused on single level or same age groups, however, this research combined all. Although, EFL classrooms has been single level or single age until now, together with the globalization trends more adults from various ages takes an active role in English language learning. In order to understand complex dynamics of multi-level and various ages groups more studies should focus on these.

As in every study, this research had some limitations. Following the research trends, a multimodal discourse analysis would be more suitable and insightful given the characteristics of the group. An analysis of gestures utilized among multilevel adult students could provide extended information about dynamics. Students' privacy concerns disabled a multimodal analysis for this research, and it is recommended for future studies. Moreover, this research only focused on turn taking and pause patterns and the transcription conventions adapted were very limited. However, communication is characterized by pragmatic units such as speech acts as well and an examination of these are necessary for future directions.

Despite the limitations, this research provided valuable insight into the dynamics of communication of a multi-level adult EFL group. Although this is a case study, it can be concluded that educators working with multi-level adult EFL students should be aware of the characteristics of communication. For instance, an awareness that pauses or low turn-taking may not always be an indicator of low proficiency but a social indicator. Still, future research examining multi-level adult groups with a focus of pragmatic units and multimodal discourse analysis are required for further implications.

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Appendix A

Information Gap Activity 1

Hotel information gap activity from <https://en.islcollective.com/>

Name : Surname :	Number of guests:
Date of arrival: Date of departure:	Room number:
Type of room: <input type="checkbox"/> single <input type="checkbox"/> double <input type="checkbox"/> smoking <input type="checkbox"/> non-smoking	Breakfast: <input type="checkbox"/> yes <input type="checkbox"/> no
Means of payment: <input type="checkbox"/> cash <input type="checkbox"/> credit card Type of credit card: <input type="checkbox"/> Visa <input type="checkbox"/> Mastercard <input type="checkbox"/> American Express	Booking total: Additional notes:

Information Gap Activity 2

Countries information gap activity from <https://en.islcollective.com/>

Pair A card 1

- Recommend your friend things to do in this country. You have been here before.
- Use You must. You should. Istanbul is famous for _____, good.

TURKEY (ISTANBUL)

Good places to eat, things to eat:

- Good restaurants and delicious dinner
- Simit, döner, baklava, seafood
- Turkish coffee, tea

Things to see/ places to see:


- Blue Mosque
- Take a trip on a boat

Travelling:

- Rent a car
- Take train

Things to be careful of:

- Taxi service is not helpful



Pair A card 2

- You are going to Turkey. Ask your friend about places to see, restaurants, and how to travel.

TURKEY (ISTANBUL)

What should I...?
 What's the best restaurant...?
 Where can I...?
 How can I...?

Ask about food, places to see, how to travel around, and problems.



Information Gap Activity 3

Films information gap activity from <https://www.britishcouncil.org/?ysclid=mxhXu59jmc546726553>

Student B



Karemon (Unrated)
Genre: Cartoon adventure
 Join Karemon and friends as they use their magic powers to travel all over the world. Watch them defeat the evil Devilmon. Who is your favourite?
 Show times: 12:00 and 18:00
 Ticket price: Adults 100 and under 120 500



Forever (12)
Genre: cp
 Can love last forever? Watch the love story set during the long summer months before Sarah has to leave to start university.
 Show times: 14:00 and 19:00
 Ticket price: Adults 500

Student A



Karemon (Unrated)
Genre: Cartoon adventure
 Join Karemon and friends as they use their magic powers to travel all over the world. Watch them defeat the evil Devilmon. Who is your favourite?
 Show times: 12:00 and 18:00
 Ticket price: Adults 500 and under 120 500



Forever (12)
Genre: Romance
 Can love last forever? Watch the love story set during the long summer months before Sarah has to leave to start university.
 Show times: 14:00 and 19:00
 Ticket price: Adults 500