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Differences in interaction strategy use between L1 and L2 group discussions of primary school students

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Abstract

Students' development of multilingual competence has attracted increasing attention from language researchers and educators. However, research on students' interaction strategy use in group discussions across different language settings remains scarce. In this study, therefore, we examined interaction strategy use in Cantonese as a first language (L1) and Putonghua as a second language (L2) during group discussion tasks among 42 primary school students in Hong Kong. We also investigated the effects of interaction strategy use on performance in respective tasks. We discovered that students employed significantly more interaction strategies in L1 than in L2, with a higher contribution to L1 task performance. Specifically, three of the five strategies identified—Strategy 2 (S2) *asking for opinions*, S3 *expressing attitude*, and S5 *non-verbal language*—were employed more frequently in L1 than in L2. Furthermore, we found that strategy use had various effects on oral performance between the two languages. In the L1 task, S1 *expressing actively*, S3 *expressing attitude*, and S4 *giving clarification* significantly predicted students' group discussion performance, whereas this effect was only observed in S1 *expressing actively* in the L2 task. Pedagogical implications for primary students' learning of interaction strategies for group discussions in both L1 and L2 are discussed.

KEYWORDS
group discussion, interaction strategy use, L1 Cantonese, L2 Putonghua, primary school students

摘要

学生的多语言能力发展引起了语言研究者和教育工作者越来越多的关注。然而, 对于学生在不同语言环境小组讨论中使用互动策略的研究仍然很少。在本研究中, 我们分析了 42 名香港小学生在小组讨论任务中以粤语为第一语言 (L1) 和普通话为第二语言 (L2) 的互动策略使用情况, 包括探讨互动策略使用对L1及L2小组讨论任务表现的影响。结果发现, 学生使用互动策略, 在 L1 中明显多于 L2, 对 L1 小组讨论任务表现的贡献也更大。具体而言, 在确定的五种策略中, 策略 2 (S2) "询问意见"、策略3(S3) "表达立场"和 策略5(S5)"体态语言"这三种策略, 在 L1 中使用频率高于 L2。此外, 我们发现策略使用对两种语言的口语表现有不同的影响。在 L1 任务中, 策略1(S1) "积极表达"、策略3(S3) "表达立场"和 策略4(S4) "澄清"对学生小组讨论成绩有显着预测作用, 而在 L2 任务中, 仅 策略1(S1) "积极表达" 对小组讨论成绩有预测作用。最后, 本文对小学生学习 L1 和 L2 小组讨论互动策略的教学意义也做了简要的讨论。

关键词
小学生, L1粤语, L2普通话, 小组讨论, 互动策略使用。

1 | INTRODUCTION

Oral interaction skills are essential in helping students exchange information, build knowledge, collaborate with others, and achieve other communicative goals through interaction activities (Celce-Murcia, 2008; Leong & Ahmadi, 2017). Many educational institutions around the globe place great emphasis on interactional skills in oral communication acquisition (e.g., Council of Europe, 2020; HKSAR Education Bureau, 2014). To achieve effective meaning negotiation, it is crucial for students to use interaction strategies skillfully, such as conveying opinions, showing their stances, and offering clarification (Bejarano et al., 1997). According to the Common European Framework of Reference for Languages, during interaction activities (e.g., discussions), proficient speakers are required to be strategically competent, including maintaining conversations, giving feedback on others' contributions, and requesting more details (Council of Europe, 2020).

Nevertheless, mastering oral interaction skills is cognitively demanding, particularly for young language learners, in both L1 and L2 settings (Goh, 2017; Naughton, 2006; Zhu et al., 2017). Empirical evidence indicates that young learners often encounter difficulties in collaborative interactions, such as helping their peers in meaning construction, clarification, or using non-verbal language (e.g., Butler & Zeng, 2014; Cordero & Martín Leralta, 2020; Gregersen et al., 2009). These scenarios present a significant challenge for young students engaged in complex group discussions (Zhu et al., 2017). These discussions, which are oral communication activities, link evaluation to the classroom,

emphasize small-group collaboration, and promote autonomous learning through active participation in topic-specific conversations (Linn, 1993). Despite extensive research on students' interaction strategy use in L1 and L2 settings (e.g., Gokturk & Chukharev-Hudilainen, 2023; Gregersen et al., 2009; Nattiv, 1994), the majority of studies have focused on one-to-one speaking tasks, such as interviews or conversations in pairs, in L2 English settings. There is a lack of empirical research on students' interaction strategy use in complex group discussion activities in the Chinese context. As Pawlak and Oxford (2018) highlighted, it is necessary to understand how language learning strategies are affected by "language specificity, status or utility" (p. 527) because these elements can have practical implications for strategy instruction. Thus, investigating Chinese students' use of interaction strategies could allow us to go beyond existing knowledge and achieve a comprehensive understanding of its role in multilanguage learning.

In Hong Kong, students are required to be capable of speaking Cantonese, Putonghua, and English according to the "Biliteracy and Trilingualism" language policy. Cantonese, the mother tongue of 88.9% of the population, is widely used in education, daily communication, and social media. Putonghua is primarily used as a second language in formal education, with its compulsory inclusion in all primary schools since the 1997 handover. It is also used as the language of instruction in Chinese classes (41.94%) to enhance students' Chinese language skills (Brisk, 2005; Chan, 2019). Cantonese and Putonghua are distinct languages in oral communication due to many characteristics, the most critical of which are their phonological and lexico-grammatical features (e.g., Li, 2017; Yeung et al., 2013). For instance, at the morphological level, the phrase 飯聚 (*faan6 zeoi6*) is used in Cantonese to express having a meal together, which is very similar to the pronunciation of 犯罪 ("criminal") in Putonghua. At the syntactic level, Putonghua has different sentential structures from Cantonese. For instance, the Putonghua expression "I will have dinner with family first tomorrow night" (明天晚上我先跟家人吃飯, "first have dinner with family") is different from the Cantonese version (*聽晚同屋企人食飯先*, "have dinner with family first"). Students not only have to change words (e.g., 明天晚上 → 聽晚) but also adjust sentence structure (e.g., 先 is placed before "dinner" in Putonghua while it follows "dinner" in Cantonese). Considering the differences between Cantonese and Putonghua, it is necessary to investigate the use of interaction strategies in the two languages among primary students in Hong Kong.

Although extensive studies have compared students' strategy use between L1 and L2 settings, the within-subject comparison seems very limited in language learning, especially in oral communication. In this study, we aim to describe students' interaction strategy use in L1 Cantonese and L2 Putonghua group discussion activities and the respective effects of various interaction strategies on task performance in two languages. It is anticipated that our findings will offer valuable insights into the learning and teaching of oral interaction skills in this multilingual community. Guided by the above research aims, we proposed two research questions:

1. What are the similarities and differences in the use of interaction strategies between L1 Cantonese and L2 Putonghua group discussion tasks? What factors contribute to these similarities and differences?
2. What are the similarities and differences in the effects of interaction strategy use on L1 Cantonese and L2 Putonghua group discussion task performance? What factors influence these similarities or differences?

2 | LITERATURE REVIEW

2.1 | Interaction strategy in the communicative model

Initially introduced by Hymes (1972), communicative competence denotes the knowledge and use of language suitable for a given communicative situation. Canale and Swain (1980) and Canale (1983) expanded Hymes' (1972) concept by incorporating "strategic competence," highlighting the role of communication strategies in addressing linguistic deficiencies. Celce-Murcia (2008) further extended this notion by including a range of communication strategies for negotiating meaning and compensating for linguistic incompetence.

There are two primary perspectives on communication strategies (Dörnyei & Scott, 1997; Hung & Higgins, 2016; Kasper, 2009). The psycholinguistic perspective views them as deliberate plans to overcome obstacles in achieving communicative objectives (Færch & Kasper, 1984), emphasizing cognitive processes like transliteration and translanguaging (e.g., Doqaruni & Najjari, 2015). Conversely, the interactive perspective views communicative strategies as collaborative efforts by interlocutors to establish mutual understanding when shared meanings are absent, focusing on the dynamics of meaning negotiation (Cordero & Martín Leralta, 2020; Nakatani, 2006; Zhu et al., 2017). In this study, we adopt the interactional view of communication strategies to define interaction strategies as conscious behaviors used by young speakers to construct meaning efficiently and deepen communication, such as asking or answering questions, expressing agreement or disagreement, reasoning, and evaluating. Based on previous theoretical frameworks and empirical studies (e.g., Bejarano et al., 1997; Celce-Murcia, 2008; Zhu et al., 2017, 2022), the primary focus of this study is on the five prominent interaction strategies identified in both L1 and L2 contexts, as follows:

S1: Expressing actively refers to voluntarily expressing oneself on the topic concerned before others start to speak or fill conversation gaps.
S2: Asking for opinions entails querying others' views or prompting responses to facilitate information exchange.
S3: Expressing attitude involves articulating personal viewpoints and (dis)agreement about the topic or other interlocutors' opinions or questions with reasons provided when necessary.
S4: Giving clarification includes explaining, elaborating, or exemplifying opinions to ensure mutual understanding, possibly emphasizing through tone stressing, pausing, sentence repetition, or speech rate adjustments.
S5: Using non-verbal language involves communicating through gestures like nodding in agreement, giving puzzled looks, shaking heads in doubt, moving heads to match intonation, making eye contact, tapping shoulders for attention, and laughing at interesting comments.

The first four of these strategies are considered higher-order interaction strategies according to the L1 Oral Interaction Strategy Scale, developed based on a large-scale survey of fifth-grade students in Hong Kong (Zhu et al., 2017). Meanwhile, S5 is considered a lower-order strategy because it involves fewer higher-order thinking skills (Zhu et al., 2022).

2.2 | Interaction strategies in L1 and L2 contexts

Extensive research has been conducted on interaction strategy in both L1 and L2 settings (e.g., Cordero & Martín Leralta, 2020; Jamshidnejad, 2011; Zhang, 2010; Zhu et al., 2019, 2022). Some studies focus on developing taxonomies to assess interaction strategies (Dörnyei & Scott, 1997; Nakatani, 2006; Tarone, 1980), while others provide empirical evidence of their effectiveness and teachability (Hung & Higgins, 2016; Naughton, 2006). Within the L1 context, researchers have focused on examining how interaction strategies support collaborative learning, suggesting that students' interactions enhanced group work (Leonard, 2001; Oliver et al., 2017). L1 speakers demonstrated more flexible usage of strategies during communication, such as giving opinions and explanations, showing agreement or disagreement, and providing emotional support to peers (Galaczi, 2008; Leonard, 2001; Nattiv, 1994). For instance, Nattiv (1994) showed that primary school students with higher achievement in mathematics used more in-depth explanatory strategies for math-related content, suggesting a link between strategic interaction and academic competence. A recent study on primary school students' interaction strategy use in L1 Chinese classrooms identified five strategies (i.e., expressing actively, asking for opinions, expressing attitude, giving clarifications, and non-verbal language), all of which significantly predicted students' group discussion performance (Zhu et al., 2022).

L2 literature also underscores the pivotal role of interaction strategies in oral communication. For example, Bejarano et al. (1997) found that comprehension checks, elaborating, and responding improved L2 English conversation quality among Israeli high school students. Likewise, Nakatani (2010) highlighted that strategy usage

facilitated conversation flow and improved oral assessment outcomes of Japanese EFL students, with proficient L2 users employing more negotiation strategies. Zhang (2010) also observed that clarification requests were common among Singaporean primary school students in English communication, particularly among high achievers. Recently, Zhu et al. (2019) investigated undergraduates' use of interaction strategies in L2 Putonghua integrated group discussion tasks and found that active engagement (e.g., elaborating on opinions), synthesis, clarification, and affective strategies positively predicted task performance. Despite these insights, knowledge regarding the interaction strategies used by young Chinese learners in complex group discussions in L2 remains elusive.

2.3 | Cross-language comparison of interaction strategies between L1 and L2

Comparisons of individuals' use of interaction strategies across different linguistic contexts have emerged as an important issue in communication studies despite the limited literature (e.g., Cordero & Martín Leralta, 2020; Gregersen et al., 2009; Turnbull & Evans, 2017). Most studies adopted a between-subject design, comparing interaction strategies used by L1 and L2 speakers. For instance, Cordero and Martín Leralta (2020) investigated the interaction strategies in conversations between 15 pairs of L1 and L2 Spanish speakers. They found that L1 speakers generally employed more interaction strategies than their L2 counterparts, especially confirmation checks, comprehension checks, and comprehension check responses. In addition, 90.02% of the strategies used by both L1 and L2 speakers were effective for mutual communication, with 94.23% of the time used by L1 speakers and 84.21% of the time for L2 speakers. Nonetheless, their study primarily focused on pair talks, instead of complex group discussions involving multiple interactions. Only one study by Turnbull and Evans (2017) compared group discussions during reading class in L1 Japanese versus L2 English among Japanese university students and revealed more frequent use of higher-order strategies in L1, such as elaborating on the topic in greater detail and showing greater engagement with L2 texts to achieve better understanding.

Despite the constant research endeavor, there seems to be insufficient studies using within-subject comparison, which can contribute to understanding the relationship between two languages (Cumming et al., 2016). For instance, Gregersen et al. (2009), using the within-subject comparison approach, showed that adult learners used significantly more non-verbal language strategies in their L1 English than in L2 Spanish. However, we still have a limited understanding of young learners' verbal strategy use across two languages, particularly in complex group discussion tasks. Therefore, in this study we aim to fill the gap by comparing interaction strategies in L1 Cantonese and L2 Putonghua among primary school students in Hong Kong, providing insights into the existing literature on oral communication.

3 | METHOD

This study comprises two sessions. First, we gathered data about participants' use of interaction strategies and their performances in L1 and L2 group discussions. Subsequently, we used retrospective interviews to elicit their reasons for using the interaction strategies. This qualitative approach was employed to complement the quantitative findings (Wiersma & Jurs, 2009).

3.1 | Participants

The current study involved 42 fifth-grade students (boys = 20, girls = 22) from a second-tier elementary school in Hong Kong, with ages ranging from 8.9 to 10.3 years ($M = 9.5$ years, $SD = 0.68$). The participating school is representative of the majority of schools in Hong Kong. All students spoke Cantonese as their mother tongue and received formal

education in Putonghua since first grade. Based on communication with teachers, we learned that the participants demonstrated basic proficiency in daily communication in Putonghua, with a precise comprehension of spoken language, the ability to stay on topic during conversations, and correct pronunciation, despite occasional errors observed in challenging phonemes characters, and grammatical aspects. The participants were randomly assigned to 14 triads that aimed to simulate realistic classroom discussion settings and assessment environments.

3.2 | Instruments

This study involved two instruments: (a) two group discussion tasks and (b) an interview guide.

3.2.1 | Group discussion tasks

Following the requirements of the Territory-Wide System Assessment (TSA; HKEAA, 2018; Zhu et al., 2022), Cantonese and Putonghua group discussion tasks were developed to assess the participants' oral interaction ability in two languages. The TSA is a highly valid and reliable Hong Kong-wide language assessment to assess the speaking proficiency of third-grade and sixth-grade students in both Cantonese and Putonghua, **where students can choose one language they prefer**. We consulted three experienced Chinese language teachers from the chosen schools to evaluate the task relevance, difficulty, and appropriateness for the fifth graders.

The discussions centered on two education-related topics that participants were familiar with, namely, (a) the removal of a subject from the school curriculum (Putonghua) and (b) the "no homework" policy in Hong Kong (Cantonese). Both group discussion tasks were conducted on the same day. In the tasks, the participants sat on swivel chairs and formed a half-circle. No desks or tables were used. Following the TSA format, the participants were allocated 1 min for preparation and 3 min for discussion. During the preparation phase, they were asked to organize ideas silently and not allowed to communicate with peers. Prior to formal tests, the researcher verbally introduced the prompt and emphasized the importance of actively engaging in the discussion (see Appendix A). In the case of silence, the researcher asked, "Does anyone have any opinions? We still have [amount of time] left, so please feel free to share your thoughts." The participants were not aware that the interaction strategies they employed during the group discussion would be analyzed. Each student group was allocated to a classroom equipped with a camera and a microphone positioned at the front and two examiners to oversee and monitor discussions. All of the group discussions were recorded on video and later transcribed for analysis. The total duration of the recording amounted to approximately 84 min.

3.2.2 | Post-task interview

To examine the factors behind the strategic choices of students in the L1 and L2 discussion tasks, group interviews were conducted with all participants. Three major questions were asked: "What were you thinking at that moment?", "What was the greatest difficulty you encountered during the group discussion in Cantonese and Putonghua?", and "Do you think there are any differences between the discussions using Cantonese and Putonghua? Why or why not?" Follow-up questions were used to probe further. Cantonese was used throughout the interviews.

3.3 | Procedure

This study procedure included three sections: data collection, data preparation, and data analysis (Figure 1).

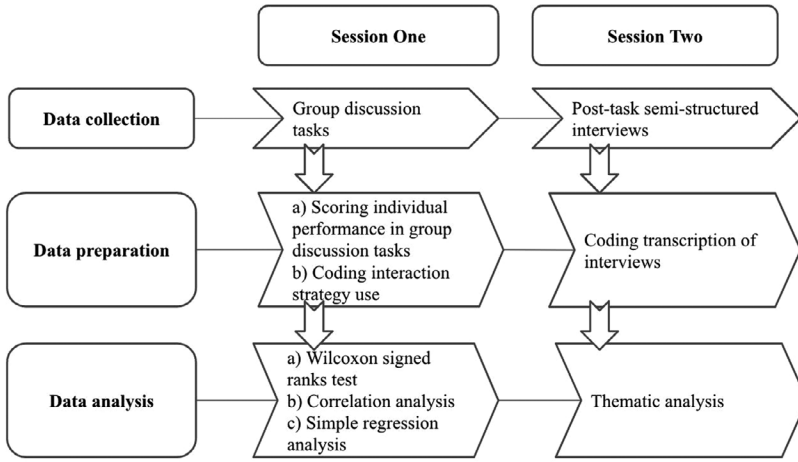

FIGURE 1 Overview of the study procedure.

TABLE 1 Overview of the study's counterbalance design.

Groups	No. 1–7	No. 8–14
Session 1	Cantonese task	Putonghua task
Session 2	Putonghua task	Cantonese task

3.3.1 | Data collection

First, the group discussion tasks were carried out. To control the possible effects of the task sequence, we counterbalanced the order of two group discussion tasks. In the first session, groups 1 to 7 were assigned the Cantonese task, while groups 8 to 14 were assigned the Putonghua task. In the second session, the task order was reversed (see Table 1). Following that, we conducted 30-min group interviews with all participants. The entire interview process was also recorded on video and subsequently transcribed word-for-word, generating transcriptions of around 96,000 Chinese characters. An example segment of the transcription can be found in Appendix C.

3.3.2 | Data preparation

Coding interaction strategy use

Students' group discussions were transcribed and coded based on the analytical framework of interaction strategy use (see Appendix D). Two raters who are proficient in both Cantonese and Putonghua were recruited. Besides, both held an MA degree in Chinese language education. The coding procedure consisted of two sessions. First, the researchers conducted a training session to familiarize the raters with the coding framework. The transcripts of two groups of students (one group from L1 and another from L2) were randomly selected for trial coding. When a certain strategic category arose, one code was assigned to the strategy; for example, "having a puzzled look while looking at Student C, showing disagreement" (S5b *non-verbal language*). The detailed coding extract can be found in Appendix E. To ensure coding validity, group discussions were organized to resolve disagreements during the trial coding session. Then, the two raters coded the rest of the data independently and calculated the overall occurrence of each strategic category of each student. The Kappa coefficient for the coding of the L1 discussion ranged from 0.50 to 0.79 ($p < 0.001$), while

TABLE 2 Inter-rater reliability of coding of interaction strategy use.

	L1 Cantonese group discussion	L2 Putonghua group discussion	*p*
S1: expressing actively	0.74	0.85	0.00
S2: asking for opinions	0.64	0.82	0.00
S3: expressing attitude	0.50	0.69	0.00
S4: giving clarification	0.74	0.77	0.00
S5: non-verbal language	0.79	0.72	0.00

for the L2 discussion, it ranged from 0.69 to 0.85 ($p < 0.001$). These results indicate acceptable inter-rater reliability (Fleiss et al., 2003; see Table 2).

Scoring L1 and L2 group discussion performance

To evaluate students' performance in group discussion tasks, a scoring rubric was employed, which aligned with the TSA guidelines and previous research (e.g., Zhu et al., 2022). The assessment framework utilized in this study was grounded on Bachman and Palmer's (1996) model of language competence, involving two primary constructs: content and language. The content construct was operationalized by assessing participants' understanding of the topic and their active involvement in expressing opinions and providing reasoning. On the other hand, the language construct focused on evaluating students' proficiency in using diverse and appropriate linguistic forms during the discussions. The scoring scheme followed an analytical approach, which allows examiners to assess students' communicative proficiency level for each specific dimension (Xi, 2007). Each construct included five score levels, ranging from 1 (the lowest) to 5 (the highest; see Appendix B). The overall score was calculated by summing the scores of the two constructs.

In the scoring session, the same two raters scored each student's performance in the two discussion tasks. As before, the transcripts of two groups of students were first scored by the two raters independently during trial scoring. In cases of scoring discrepancies, the raters discussed until they reached a consensus and adjusted the scoring scheme accordingly. The two raters then scored the rest of the task transcripts independently. When discrepancies in either construct were larger than one mark, a third rater was involved. Students' final scores were obtained by averaging the third rater's scores with the closest scores assigned by one of the original two raters. The Spearman correlation coefficients for content ($r = 0.91$ and 0.86 for L1 and L2, respectively) and language ($r = 0.86$ and 0.88 for L1 and L2, respectively) indicated that the inter-rater reliability was acceptable.

3.3.3 | Data analysis

Statistical analysis

The frequency of strategy use and task performance were analyzed using SPSS 24.0. Descriptive statistics were first computed to examine the central tendencies, variation, and distributional properties of the data. Strategy use was considered a discrete (non-continuous) variable due to the frequency count. The Wilcoxon signed ranks test was thus employed to examine the differences in strategy use between the two languages. The differences in total scores between the L1 and L2 group discussion tasks were examined using *t*-tests. Next, correlation analysis was carried out to examine the associations between variables. To compare the effects of these interaction strategies on task performance in L1 and L2, three stepwise multiple linear regressions were performed with the five strategies as independent variables and students' discussion performance as dependent variables.

TABLE 3 Descriptive statistics of interaction strategy use of participants in L1 and L2 group discussions ($N = 42$).

	L1				L2				L1–L2 difference	
Strategy	*Mean*	*SD*	Skewness	Kurtosis	*Mean*	*SD*	Skewness	Kurtosis	*Z*	Asymp. sig
S1: expressing actively	0.51	0.74	1.12	−0.25	0.55	0.79	1.17	−0.01	−0.74	0.46
S2: asking for opinions	1.24	0.93	1.37	5.14	0.88	0.71	0.66	0.74	−2.92	**0.00**
S3: expressing attitude	2.69	1.09	0.03	−1.45	1.98	0.72	0.72	0.51	−3.47	**0.00**
S4: giving clarification	0.81	0.79	1.30	2.40	0.76	0.85	1.55	3.68	−0.49	0.62
S5: non-verbal language	2.60	1.50	1.81	3.38	2.19	1.30	1.28	2.07	−2.17	**0.03**
Total (*S1–5*)	7.85	3.07	1.25	2.69	6.36	2.55	0.47	−0.09	−3.81	0
Total scores	5.73	5.39	1.09	1.14	0.41	0.64	−0.38	−0.54	$t = 2.01, df = 41, p = 0.05$	

Asymp.sig – Asymptotic significance.

Analysis of interview data

Thematic analysis was adopted following four steps (Bogdan & Biklen, 2007; Choi, 2015) using NVivo 11. First, two coders (the authors of this manuscript) familiarized themselves with the interview transcripts through repeated reading, summarizing the data, and memoing. Next, the transcripts were segmented into idea units (Barkaoui, 2015) and open coding was performed with the aspects of strategy-associated comments, perceptions of the differences between L1 and L2, and perceived difficulties during the discussion tasks. All codes were examined, organized, and categorized based on the relationships between the contents through cyclic processes. During the fourth step, the researchers independently identified themes covering these ideas and compared results. The themes identified were compared with the quantitative findings to ensure the results were connected and integrated. The results of the analyses conducted separately by the two researchers were compared, and their coding was marked as "consensus" or "dissensus." The agreement percentage formula was used to determine the reliability of coding: reliability = consensus / (consensus + dissensus) × 100 (Miles & Huberman, 1994). The agreement of the coding reached at 91%.

4 | RESULTS

4.1 | Differences in interaction strategy use between L1 Cantonese and L2 Putonghua

Table 3 presents the means, standard deviations, and values for skewness and kurtosis. No significant outliers or incomplete responses were observed. The skewness and kurtosis values showed that all variables in this study followed the normal distribution (Kline, 2005). The mean values for L1 and L2 discussion task performance were 5.73 and 5.39, respectively, with marginally significant differences detected ($t = 2.01$, $df = 41$, $p = 0.05$). Given that its effect size ($d = 1.07$) could be considered large according to Cohen's benchmarks (1988), this is regarded as practical significance (Lakens, 2013), indicating that the students performed better in Cantonese than in Putonghua.

In addition, all five strategies were deployed to varying degrees in both L1 and L2 discussion tasks. Specifically, the Wilcoxon signed ranks test showed that students' use of interaction strategies in L1 and L2 was significantly different ($Z = -3.81$, $p < 0.001$). Generally, when communicating in L1, the students used significantly more strategies than in L2 ($M_{L1} = 7.85$, $M_{L2} = 6.36$; $p < 0.001$). Specifically, they employed more S2 ($M_{L1} = 1.24$, $M_{L2} = 0.88$, $Z = -2.92$, $p < 0.01$), S3 ($M_{L1} = 2.69$; $M_{L2} = 1.98$; $Z = -3.47$, $p < 0.01$), and S5 ($M_{L1} = 2.60$; $M_{L2} = 2.19$; $Z = -2.17$, $p < 0.05$) in L1 than in L2. This finding indicated that participants tended to argue using higher-order interaction strategies (i.e., S2 and S3) in L1. As for S1 and S4, the mean values suggested that the frequency of S4 (giving clarification) was relatively higher in the L1 task than in the L2 task ($M_{L1} = 0.81$; $M_{L2} = 0.76$). In contrast, the frequency of S1 (expressing actively) was slightly higher in L2 than in L1 ($M_{L1} = 0.51$; $M_{L2} = 0.55$).

However, the differences in S1 and S4 between the two tasks were not statistically significant. The ranking of strategy use frequency was identical in L1 and L2 tasks, S3 (expressing attitude) being the most frequent, followed by S5 (non-verbal language), S2 (asking for opinions), S4 (giving clarification), and S1 (expressing actively). In order to explain the above differences in interaction strategy use between L1 and L2 tasks, the interview data was analyzed to elicit possible reasons underlying the students' strategic choices.

4.2 | Factors underlying differences in interaction strategy between L1 and L2 group discussions

Based on interview responses, we categorized three individual-level factors that might account for the overall differences in strategy use, namely, *self-perceived language proficiency* (see Excerpt 1), *linguistic difference* (see Excerpt 2), and *personality traits* (see Excerpts 3–4). Regarding the students' self-perceived language proficiency, it was found that 13 students were more confident speaking L1 Cantonese than L2 Putonghua, which stimulated them to use more strategies during L1 discussion.

For example, some students felt freer to generate ideas and construct arguments with adequate linguistic resources in Cantonese (see Excerpt 1).

Excerpt 1. *(Student 42)*

Cantonese allows [the] flexible use of many words or phrases to express my ideas more clearly.

The second factor was the linguistic differences between Cantonese and Putonghua. As Student 1 claimed, due to the phonological differences between the two languages (such as rolling the tongue in Putonghua), he was able to speak more in Cantonese discussion (see Excerpt 2).

Excerpt 2. *(Student 1)*

I think the pronunciation must be accurate when talking in Putonghua, such as rolling the tongue when necessary, but it is not the case in Cantonese, and thus I can speak a bit faster.

The third factor was *personality traits*, such as test anxiety. The interview data show that several students felt more anxious in the L2 Putonghua discussion than in the L1 Cantonese due to low proficiency in L2 Putonghua (see Excerpts 3). Besides, some students felt very shy when they expressed themselves in Putonghua (see Except 4).

Excerpt 3. *(Student 7)*

When speaking in Putonghua, I felt nervous as Cantonese is my mother tongue, so talking in Cantonese was easier. [Explaining her concerns about her ability to express herself clearly and pronounce words correctly in Putonghua].

Excerpt 4. *(Student 12)*

I am very shy [when speaking in Putonghua first].

On the other hand, the interview data also revealed a potential factor that may explain the similarities in strategy use between L1 and L2 discussions: *social conventions*. These conventions, which dictate the display of respect or impoliteness within local society, influenced participants' strategy use. For example, Student 15 avoided seeking clarification because they regarded this as impolite, even though it was essential for effective discussion (see Excerpt 5).

Excerpt 5. *(Student 15)*

I think it is impolite to speak my opinions loudly even if I find that someone's ideas are not very clear.

TABLE 4 Correlations between interaction strategy use and L1 group discussion performance.

	1	2	3	4	5	6
1. S1: expressing actively	1					
2. S2: asking for opinions	**0.32***	1				
3. S3: expressing attitude	−0.03	0.11	1			
4. S4: giving clarification	0.09	−0.06	−0.26	1		
5. S5: non-verbal language	**0.53****	**0.38***	0.09	**0.51****	1	
6. Total scores	**0.59****	**0.34***	**0.33***	0.22	**0.40****	1

*$p < 0.05$, ** $p < 0.01$.

TABLE 5 Correlations between interaction strategy use and L2 group discussion performance.

	1	2	3	4	5	6
1. S1: expressing actively	1					
2. S2: asking for opinions	0.12	1				
3. S3: expressing attitude	−0.11	−0.12	1			
4. S4: giving clarification	0.10	−0.03	−0.09	1		
5. S5: non-verbal language	**0.37***	0.25	0.11	**0.52****	1	
6. Total scores	**0.54****	0.12	0.15	**0.32***	**0.40****	1

*$p < 0.05$, ** $p < 0.01$.

TABLE 6 Prediction of interaction strategy use on L1 group discussion performance.

	L1			L2		
Strategy	***B***	***SE***	***β***	***B***	***SE***	***β***
S1: expressing actively	0.95	0.20	**0.64*****	0.76	0.20	**0.52****
S2: asking for opinions	0.26	0.14	0.22	0.14	0.22	0.09
S3: expressing attitude	0.47	0.11	**0.47*****	0.38	0.21	0.24
S4: giving clarification	0.61	0.20	**0.44****	0.39	0.21	0.29
S5: non-verbal language	−0.21	0.12	−0.29	0.12	0.15	0.01
R^2 total	0.59			0.43		
$F(5, 36)$	**10.27*****			**5.33****		

*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$.

4.3 | Differences in the effects of interaction strategy use on L1 and L2 group discussion performance

To answer the second research question, a Pearson product-moment correlation analysis between task scores and strategy use was performed. In the L1 group discussion, S1, S2, S3, and S5 were significantly correlated with students' overall task performance (see Table 4), while for L2 (see Table 5), S1, S4, and S5 showed significant correlations with students' task performance, with all *r*-values for these strategies above 0.30 (Cohen, 1988).

Based on the correlations obtained above, we conducted regression analysis with the frequencies of each strategy in both languages treated as independent variables and the overall scores for the group discussion as the dependent variable. As seen in Table 6, the results show that the interaction strategies in L1 accounted for 58.8% of the performance variance, whereas the L2 interaction strategies accounted for 42.5% of performance—16.3% less than L1. Notably, in both tasks, S1 showed significant predictive power for students' task performance ($\beta_{L1} = 0.64$;

$\beta_{L2} = 0.52$). Furthermore, S3 and S4, in addition to S1, had significant effects on students' performance in L1 discussion ($\beta = 0.47$; $\beta = 0.44$), whereas only S1 had a significant predictive effect on L2 group discussion task performance ($\beta = 0.52$).

In the L1 regression model, S4 had a significant regression coefficient ($\beta = 0.44$) even though its correlation with group discussion performance was not significant ($r = 0.22$, $p > 0.05$). To explain this result, we checked the Variance Inflation Factor (VIF) values and found that they were below 3, indicating an acceptable multicollinearity status (Kock & Lynn, 2012). Moreover, we found that S4's regression coefficient was substantially higher than its correlation value. As Tabachnick and Fidell (2014) suggest, there could be a suppressing effect: Including one variable enhances the effects of other independent variables. Further analysis showed that when four strategies (i.e., S1, S2 [$\beta = 0.21$], S4 [$\beta = 0.22$], and S5 [$\beta = -0.07$]) were used to predict L1 performance, they explained a total of 40.6% of the variance and only *S1* made a significant contribution ($\beta = 0.54$, $p < 0.01$). As shown in Table 6, the inclusion of S3 in the model increased the absolute value of each coefficient. Since S3's correlation value ($r = 0.33$) was also lower than its regression coefficient ($\beta = 0.47$), we tentatively interpret this as a "cooperative or reciprocal suppression" effect between S3 and S4, where these strategies counter each other's irrelevant variance (Tabachnick & Fidell, 2014, p. 191).

4.4 | Factors underlying differences in the effects of interaction strategy use on L1 and L2 group discussion performance

The analysis of interview data identified two factors that could account for the effects of interaction strategies in L1 and L2 discussions: *difficulty in generating ideas* and *metacognitive knowledge*. Students mentioned that generating opinions and ideas was one of the most challenging parts of the L1 and L2 discussion tasks (see Excerpt 6). This might have reduced their use of certain strategies that require the expression and explanation of opinions and attitudes, including S1 (expressing actively), S3 (expressing attitude), and S4 (giving clarification), and influenced the effects of these strategies on discussion performance.

Excerpt 6. *(Student 39)*

The most difficult thing is that, for example, before the discussion, you will have one minute to think about the topic, but you did not have any good opinions. So, when your partners invited you to say something, you will have no ideas to express.

The second factor, students' *metacognitive knowledge*, involves their knowledge of cognition and processes of monitoring, controlling, and regulating cognition during discussion. As exemplified in Excerpt 7, students' processing of whether to express themselves first in the L1 group discussion influenced their decision regarding strategy choice, which was anticipated to lead to their contribution to the interaction and meaning construction with more ideas or perspectives.

Excerpt 7. *(Student 34)*

If all the partners in this group had kept silent and had not said anything, it would have been chaos if people had spoken first at the same time. Therefore, it would be better if somebody came forward to break such silence.

5 | DISCUSSION

5.1 | The differences in the frequency of interaction strategy use in L1 and L2 group discussions

Our findings revealed that students utilized significantly more interaction strategies, such as asking for opinions, expressing attitude, and non-verbal communication in L1 than L2 discussion. This finding generally aligned with

the study by Turnbull and Evans (2017), where Japanese students used more language practices in (L1) reading group discussions than in L2 English discussions. Our analysis of the interview data suggests that students' higher self-efficacy in speaking Cantonese played a key role in explaining their more frequent use of interaction strategies in L1 discussions (see Excerpts 1 and 2). Motivated by their L1 self-efficacy, they were more likely to employ more strategies to achieve effective communication without exerting significant cognitive effort in choosing words and constructing sentences. This tendency has also been supported by previous literature on language learning (e.g., Magogwe & Oliver, 2007; Sardegna et al., 2018). Nevertheless, when it comes to Putonghua, especially for students with low proficiency or low self-efficacy, differences in pronunciation and vocabulary might require higher cognitive effort to maintain the accuracy of meaning, thus reducing the cognitive resources available for other higher-level communication strategies used for better communication, such as asking for peers' opinions and giving clarifications.

The interview data revealed another significant factor influencing the use of interaction strategies in the discussion tasks: *personality traits*—particularly test anxiety. Aligning with previous research, test anxiety-prone individuals tend to be distracted from the task at hand due to worry, insecurity, and self-questioning in assessment situations (Huang, 2016; Putwain et al., 2010). Such negative emotions might undermine students' strategic competence and consequently limit their performance (Huang, 2016; Putwain et al., 2010). Due to a higher level of anxiety in L2 discussions than in L1 (see Excerpts 3 and 4), students might have focused less on the discussion task when using L2. They thus might not be able to employ interaction strategies during discussions effectively.

In addition, students' more frequent usage of S2 (asking for opinions), S3 (expressing attitude), and S5 (non-verbal language) in Cantonese can be attributed to their positive attitude and feelings toward this language, especially when communicating with peers. They were less motivated to use strategies in L2, possibly because they did not perceive Putonghua as their language for socializing in daily life, even though they were considered bilingual (Chiang, 2019). In such a multilingual community as Hong Kong, although Cantonese and Putonghua are regarded as official languages widely used in formal education and everyday communication, local students may hold a higher preference for Cantonese in oral interaction compared to Putonghua (Lai, 2005). The students, therefore, deployed more S2 and S3 in L1 to contribute to topic elaboration. S2 and S3 are directly associated with constructing an argument, rebutting a counter-argument, and supporting a point of view with rich content. In contrast, in the L2 tasks, they employed more strategies to maintain the flow of conversation and promote meaning transfer (Jamshidnejad, 2011). These content-oriented strategies were thus used less in the L2 tasks. As Student 42 stated in Excerpt 1, language accuracy seemed to be the foremost intention during the L2 discussion; thus, he paid less attention to the content.

Our result regarding S5 is consistent with Gregersen et al.'s (2009) finding that participants use significantly more gestures in L1 than they did in L2, potentially due to students' greater confidence in their L1 competence. On the other hand, the students' perceived self-efficacy in L2 Putonghua might undermine their usage of non-verbal language strategies. However, research on non-verbal language strategies in L2 is limited. Further research is needed to investigate a broader range of non-verbal language strategies in L1 and L2 settings. For S1 (expressing actively) and S4 (giving clarification), no significant difference was observed between L1 and L2. S1 and S4 were the least frequently used strategies in L1 and L2 discussion tasks, which may be attributed to the *Social conventions* in Asian communities (see Excerpt 6). The interview data showed that to be polite, some students tended to avoid conveying their ideas, even though they found it necessary to do so.

5.2 | Different effects of interaction strategy use on L1 and L2 group discussion performance

Furthermore, we observed that in the L1 discussions, several strategies, including expressing actively, expressing attitude, and giving clarification, had significant predictive effects on task performance. However, in the L2 discussions, only the significant effect of expressing actively was identified. From a general view of interaction strategies, we corroborated previous research that using interaction strategies can benefit students' language learning process

and performance (e.g., Bejarano et al., 1997; Nattiv, 1994; Turnbull & Evans, 2017; Zhu et al., 2022). These findings extended the literature by providing evidence that strategy use significantly contributed to discussion performance in both L1 and L2, while the correlation coefficients were lower than expected. The effect of interaction strategies was more significant in the L1 task than in the L2 task, with a higher predictive power for task performance ($R^2 = 0.59$), which echoes previous assumptions that more flexible use of these strategies in L1 empowers participants to better articulate their ideas (e.g., Galaczi, 2008; Leonard, 2001; Nattiv, 1994).

To be specific, students' use of S1 (expressing actively), S3 (expressing attitude), and S4 (giving clarification) significantly predicted their L1 discussion performance. These strategies were essential for in-depth interactions among interlocutors, due to their orientation toward the ideas or contents of the discussion (Bejarano et al., 1997; Zhu et al., 2017). Among the three strategies, S1 (expressing actively) contributed most to L1 and L2 discussion performance, though it was the least used of the five strategies. The interview data showed one major factor explaining the similar effects of S1 between L1 and L2: students' *metacognitive knowledge*. This type of knowledge concerning the expression of opinions impacted their selection of interaction strategies and their contribution to constructing meaning in the discussions (see Excerpt 7). This finding echoes previous research that identified expressing actively as a significant predictor of group discussion performance in Cantonese (Zhu et al., 2022) and Putonghua (Zhu et al., 2019), respectively. Webb and Sydney (1999) argued that the quality of the discussion discourse mediated learning outcomes even though the interaction's influence on learning was not straightforward. It can be inferred that S1 essentially functioned as a "trigger" that stimulated and maintained multiple interactions. As Zhang (2010) argued, such opportunities for interaction are important for language development.

Regarding S3 (expressing attitude) and S4 (giving clarification), these strategies were used more in S1 than in L2. However, they only significantly predicted the performance of the L1 discussion task. This finding is in line with Zhu et al.'s (2022) conclusion that S3 and S4 had a significant effect on students' L1 Cantonese group discussion performance. In contrast, another study (Zhu et al., 2019) revealed that S4 was critical for an L2 Putonghua interaction task. The disparity in the findings might be attributable to the different age groups. The participants in our study were primary school students, rather than adult learners (i.e., undergraduate students). Some scholars have noted that when speaking in L2, they need to first attain a threshold level of L2 before reaching automaticity during communication (Cumming et al., 2016). Oliver (2000) documented that young L2 learners employ fewer interaction strategies than adults, while Butler and Zeng (2014) found that they display more difficulties in understanding interlocutors' utterances, providing their partners with sufficient information to achieve communicative goals, and raising more questions when they are doubtful. Based on the interview, students' *difficulty in generating ideas* might be one of the primary factors in accounting for the different effects of interaction strategies on group discussion performance between the two languages. According to the interview data, higher self-esteem in Cantonese (e.g., *the flexible use of many words or phrases*) can motivate students to express their thoughts during L1 discussions, leading to better performance in discussion. The different effects of S3 and S4 in L1 and L2 discussion tasks found in recent studies warrant further research.

6 | CONCLUSION

In conclusion, in this study we examined primary students' interaction strategy use in the complex group discussion task from a cross-language perspective. Our findings not only contribute to the theoretical understanding of relationships between L1 Cantonese and L2 Putonghua in terms of interaction strategies used, but also provide significant implications for young learners' acquisition of oral interaction skills in a bilingual context. Regarding the theoretical significance, we observed that in both L1 Cantonese and L2 Putonghua group discussion activities, the use of strategies by primary students (e.g., S1: expressing actively) positively influenced task performance, with more strategies being effective in L1. In addition, students presented different usages of interaction strategies between L1 and L2 group discussion tasks, with more frequent strategy use (e.g., S2: asking for opinions, S3: expressing attitude, and S5:

non-verbal language) in L1 than in L2. They also showed a similar tendency to use S1 (expressing actively) and S4 (giving clarification) across the two languages.

Furthermore, our findings have pedagogical implications for teaching oral interaction skills in both L1 and L2. First, for those strategies applied in a similar manner in the L1 and L2 group discussion tasks, instructors could integrate the shared strategic skills in L1 and L2 in both Cantonese and Putonghua classrooms (Kirkpatrick & Chau, 2008). We recommend that teachers employ a multilingual and strategy-based pedagogy for teaching communication, where it is anticipated that students would draw on their L1 knowledge (including strategy use) to support their language learning (Guo & Huang, 2020). Specifically, teachers should present students with a list of strategies with authentic examples that are commonly appropriate for both Cantonese and Putonghua interactions and provide guided practices of these shared strategies by using both languages in class (Forbes & Fisher, 2020).

On the other hand, given the differences in strategy use across the two languages, we recommended that teachers pay more attention to the strategies that were less frequently used in each language, such as S1 (expressing actively), S2 (asking for opinions), and S5 (non-verbal language) in Cantonese, and S2, S3 (expressing attitudes), S4 (giving clarification), and S5 in Putonghua, particularly the strategies that involved more higher-level thinking skills, such as S1. For example, when learners encounter difficulties in understanding interlocutors in L2 Putonghua, using non-verbal language, such as confused facial expressions, can be an efficient way to promptly solicit clarification from interlocutors, especially in the dynamic context of group discussions.

Teachers are also advised to provide explicit explanations of the meaning and the functions of each strategy by exemplifying specific speaking contexts, as well as related linguistic techniques (e.g., conversation patterns), in both languages. In addition, to further foster students' practical use of strategies, teachers can consider incorporating classroom activities, such as roleplaying and battleship games, where students have opportunities to practice their use of strategies in authentic oral communication contexts (Brett, 2001). Meanwhile, when students engage in these activities, we recommended that teachers design worksheets of strategies, enabling students to self-check their learning process and providing important references for teachers' future feedback (Forbes & Fisher, 2020; Lu et al., 2021). Therefore, through explicit interventions, students' awareness of the use of these strategies in multilingual communication could be heightened (Nakatani, 2005). They would be able to monitor and adapt their strategy use in different language contexts, thereby facilitating the development of their communication competence in multilingual settings.

However, there are several limitations in this study. The first is the small sample size due to the complexity of the task. More generalizable and representative findings regarding primary students' usage of interaction strategies in group discussions across different languages should be obtained from larger-scale sampling. The second limitation is that different task topics may also have influenced the students' responses, although they were familiar with both topics selected in this study. In future studies, researchers can consider controlling participants' prior knowledge of the topics in the research design. The third element relevant here is that interviewing students about their perception of the two group discussion tasks may further ensure task validity, which can be considered in future research. Meanwhile, incorporating interviews with raters could also serve as a valuable addition to the data, allowing for a diverse range of data types and providing insights and explanations from the perspectives of the raters themselves. Finally, the lack of information on participants' L2 proficiency may also have led to biases in our interpretation.

CONFLICT OF INTEREST STATEMENT

The authors declare no conflicts of interest.

DATA AVAILABILITY STATEMENT

We do not intend to participate in the data sharing scheme due to the confidentiality.

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APPENDIX A: INSTRUCTION PROMPT

Cantonese Task: "'No Homework' policy in Hong Kong"

Please hold a discussion with your peers based on the following questions. During the discussion, try to express yourself and give your own opinions. You can also express agreement and disagreement with your groupmates' opinions.

To reduce the pressure on primary school students, some people suggest we should have a "no homework" policy. Do you agree with this suggestion? Why or why not? Do you have any other thoughts on the pressure faced by primary school students?

Putonghua Task: "The removal of a subject from the school curriculum"

Please hold a discussion with your peers based on the following questions. During the discussion, try to express yourself and give your own opinions. You can also express agreement and disagreement with your groupmates' opinions.

Some people think that primary school students study too many subjects in school. They suggest cutting one subject from the following list: music, visual arts, physical education, moral and civic education, and information technology (i.e., computer studies). Do you agree with this suggestion? If not, why not? If so, which subject would you suggest removing? Why?

APPENDIX B: SCORING RUBRICS FOR GROUP DISCUSSION TASKS

	Dimensions	
Level	Content	Language
1	During discussion tasks, he/she does not participate in the discussion according to the task requirements.	He/she fails to use lexical resources to convey his/her intended meaning.
2	During discussion tasks, he/she can provide simple responses to the topic but seldom expresses his/her opinions to other group members.	He/she can use simple words to convey meaning.
3	During discussion tasks, he/she is generally able to have simple discussions with group members based on the topic and express personal opinions.	He/she can roughly convey meaning using slightly varied words and expressions, and the meaning is generally clear.
4	During discussion tasks, he/she actively engages in discussions with group members based on the topic, clearly expresses personal opinions, and can provide simple reasons to support his/her stance.	He/she can use slightly varied words and expressions to convey meaning, and the meaning is relatively clear.
5	During discussion tasks, he/she actively engages in discussions with team members based on the topic, clearly expresses personal opinions and positions, and provides well-developed and specific reasons.	He/she can use slightly varied words and expressions to convey accurate and complete meaning.

APPENDIX C: EXAMPLE EPISODES OF INTERVIEW TRANSCRIPTION (TRANSLATED VERSION)

Interviewer: Just now, I noticed that you were the first one to speak in both group discussions, and I also observed that you provided a summary when it was almost time to finish. Why did you do this?

S3: Because I generally like to express myself and I feel that I speak fluently, so I chose to speak first.*

Interviewer: That means you have a lot of confidence in your communication skills?**

S3: Yes. *

Interviewer: I noticed that you asked for the opinions of JY or WF. Why did you ask for their opinions?

S3: Because during class, our teacher encouraged us to ask for classmates' opinions; I followed their guidance to do so.

Interviewer: We have just completed two group discussions. In your opinion, is it better to communicate with your classmates in Putonghua or Cantonese?

S3: In Cantonese. Because I was born in Hong Kong, and I am not so good in Putonghua, I think using Cantonese is better.**

Interviewer: In your opinion, why is your performance worse when you communicate with your classmates in Putonghua? What kinds of difficulties do you encounter?

S3: I do not get good grades in Putonghua, and sometimes when I speak Putonghua, my pronunciation is not so standard, so I … And sometimes, certain words in Cantonese cannot be directly pronounced in Putonghua, then I have to think about it, so I cannot read it accurately. **

Interviewer: So what kind of influence does this have on your communication with others?

S3: I'm not so fluent.**

Interviewer: Would you be concerned that others may not understand what you are saying? Or do you think that you are unable to express your thoughts?

S3: I think that I am unable to express my thoughts.**

*Personality traits

**Self-perceived language proficiency

APPENDIX D: THE ANALYTICAL FRAMEWORK OF INTERACTION STRATEGY USE

Strategy	Description (Zhu et al., 2017, 2022)	Example (translated excerpts from this study)
S1: expressing actively	a. Voluntarily expressing their thoughts on the topic of discussion or new subtopics before other interlocutors start to speak; b. Voluntarily expressing ideas to avoid long silent pauses during the discussion.	Student A was the first person to express his opinion: Some people think that too much homework is not a good thing, so it should be done away with. [S1a]
S2: asking for opinions	a. Raising questions for other interlocutors in response to the topic of discussion; b. Inviting interlocutors to respond to others' preceding utterances or asking a question in response to others' utterances.	What do you think? [S2a]
S3: expressing attitude	a. Expressing viewpoints on the questions asked in the discussion prompt; b. Responding to interlocutors' preceding utterances or questions.	I don't agree because doing homework is a good way to help us memorize the knowledge we learn [in class]. [S3a]
S4: giving clarification	a. Explaining and giving examples to elaborate on the meaning of viewpoints when others seem to be confused, do not understand, or misunderstand what has been said; b. Repeating certain viewpoints in a strong tone, pausing, or changing speech rate to ensure that interlocutors understand their utterances.	Of course, an overload of homework will have bad effects on us, such as on our physical health. [S4a]
S5: non-verbal language	a. Nodding in agreement; b. Having a puzzled look or shaking their heads when in doubt or disagreement; c. Moving their heads in response to a change of tone, establishing eye contact with each other, and tapping on their peers' shoulders to attract their attention or obtain a response; d. Laughing upon hearing something interesting or funny.	Student B had a puzzled look while looking at Student C, showing disagreement. [S5b]

APPENDIX E: AN EXCERPT OF STRATEGY USE CODING OF A GROUP DISCUSSION IN CANTONESE

Student	Transcription (translated version)	S1: expressing actively	S2: asking for opinions	S3: expressing attitude	S4: giving clarification	S5: non-verbal language
D	In order to lighten the academic pressure on primary school students, some people have suggested doing away with homework, that is, adopting a "no homework" policy. I am against this suggestion because reducing homework may lead to a decrease in the academic abilities of primary school students. What do you think?	Student D voluntarily spoke as the first interlocutor.	Student D invited others to express their viewpoints by asking "What do you think?"	Student D stated disagreement with the reasons: I am against this suggestion because…		Eye contact with Student B
B	I also oppose the "no homework" policy because homework helps us review what we learn. If you don't do homework, you won't be able to review the material thoroughly. What's your opinion?		Student B invited Student A to express their viewpoint by asking: "What's your opinion?"	Student B responded to Student D's question for the first time by showing disagreement on the topic with reasons. "I also oppose the "no homework" policy because…"		Eye contact with Student A