**Enhancing pairs’ Collective Thinking through Peer Modeling: A Multiple-Case Analysis**

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**Abstract**

A large body of research has documented that simply assigning learners in pairs to have dyadic interaction will not necessarily create favorable learning opportunities as pair members rarely ‘interthink’. As Mercer and Littleton (2007) stated, pair members “may interact but rarely interthink” (p.50). To have true collaboration, learners are needed to be aware of how to actively collaborate and to use language as a tool for thinking in dyadic interaction. To address this pedagogically important issue, the present study aimed to explore if implicit instruction of interactive ground rules through peer modeling could lead to EFL learners’ enhanced collective thinking. In this regard, from among 29 EFL learners, 6 intermediate ones were chosen from an intact class. The learners participated in dialogic narrative tasks where they narrated their short stories to three different interlocutors each session for over a period of four months (i.e. 9 sessions). In the fifth session of the course, the learners were provided with the interactive ground rules thorough a modeling demonstration to show the learners how to actively collaborate in their dyadic interaction. All the learners’ audio-recorded performances (total 20 hours) were transcribed and later analyzed. According to the results obtained from the transcript analyses, the pairs’ collective thinking developed dramatically subsequent to the modeling demonstration compared to sessions prior to the modeling. The findings of this study lend support to peer modeling as a useful pedagogical technique for teaching interactive ground rules to develop pairs’ collective thinking in a way that it generates learning opportunities in dyadic interaction.

**Keywords:** *Collective thinking, Dialogic narrative tasks, Interactive ground rules, Peer Modeling*