Table 1. Clarification of the pupils' FtFPI

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| **FtFPI** |  | **Definitions** | |
| Main categories | Sub-categories | Researchers’ perspective | Pupils’ perspective (Dzemidzic- Kristiansen, 2020) |
| Interpersonal behaviour | Recognising the need for help | Pupils use verbal and nonverbal cues that help them to recognise pupils’ signals of confusion (Webb, 1982)  Pupils explicitly state about asking for help, Help-seekers persist in asking for help  (Webb and Mastergeorge, 2003) | “Pupils’ facial expressions show their confusion”  “They ask questions or look around”  “He would just keep silent”  “They are unable to do the task” |
|  | Willingness to help | Pupils show their motivation to help one another and facilitate one another’s performance with whatever means they have  (Slavin, 2015)  The help givers expand their efforts to provide relevant help, more elaborated help that is both solicited and unsolicited  (Gillies, 2003) | “I first ask her where she is not quite certain”  “I ask them whether they need any assistance and if they say yes, I give them an explanation” |
| Supportive communication | Paying attention | Pupils establish eye contact with the speaker and listen actively, e.g. nod, acknowledge the speaker, affirm another pupil’s response, make statements that hold the attention of others pupils  (Gillies & Ashman,1995) | “Peers look at me and listen, and when I finish they ask me something about what I have been talking about”  “They don’t interrupt me when I speak” |
|  | Encouragement | Making explicit efforts to involve others through verbal and nonverbal gestures; speech or gestures that may encourage the interaction of the group that draws others in  (Baines et al, 2009). | “They say something that makes me happy”  “I see their smile” |
|  | Praising | Promote one another’s success that may include eye contact, name use, appropriate statements, pupils’ suggestions respected, celebrate success  (adapted from Baron, 2003) | “I say super, bravo or you’ve done this well”  “They give me a big hand” |