

# PEER INTERACTION AND SECOND LANGUAGE ACQUISITION

LING 580 / SPAN 542: TOPICS IN SPANISH SECOND LANGUAGE ACQUISITION

Spring 2019, T 2:30-5:20, SMI 109

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## COURSE DESCRIPTION:

In this seminar we will explore the relationship between classroom interaction and second language acquisition. We will discuss current theoretical approaches to the study of peer interaction, paying attention to both cognitive and sociocultural perspectives. We will examine the empirical research conducted from these approaches, its main findings, and their implications.

The seminar is intended for graduate students interested in Applied Linguistics and/or Second Language Acquisition research, as well as those with a focus on second/foreign language teaching. Special attention will be devoted to the pedagogical implications of the research being discussed.

The language of instruction will be English. Knowledge of Spanish is not required.

## CALENDAR:

Dates	Topics	Readings
Week 1, Apr. 2	Introduction to the course	
Week 2, Apr. 9	Introduction to the study of peer interaction and L2 learning	Philp et al., 2014 (Chapters 2-3-4)
Week 3, Apr. 16	Learners' proficiency level	Nguyen & Newton, 2019; Dao & McDonough, 2017; Masuda & Iwasaki, 2018
Week 4, Apr. 23	Task design	Dao, 2019; García Mayo & Azkarai, 2016; Lambert et al., 2017
Week 5, Apr. 30	Learners' motives, goals & mindsets	Yu & Lee, 2015; Sato, 2017; Cho, 2017
Week 6, May 7	Collaborative versus individual tasks	Villareal & Gil-Sarratea, 2019; McDonough et al., 2018; Bikowski & Vithanage, 2016
Week 7, May 14	FtF interaction versus CMC	Rouhshad & Storch, 2016; Baralt et al., 2016; Loewen & Wolff, 2016
Week 8, May 21	HL-L2 learner interaction	Bowles et al., 2014; Walls, 2018; Fernández Dobao (forthcoming)
Week 9, May 28	Beyond the classroom: interacting with NSs	Martín-Beltrán et al., 2016; Saito & Akiyama, 2017; Bown et al., 2015
Week 10, Jun. 4	Oral presentations	

## COURSE REQUIREMENTS:

Class participation:	15%
Discussion questions:	25%
Research project:	60%

### CLASS PARTICIPATION:

Students are expected to actively participate in class discussions, demonstrate their understanding of the readings, and share with the rest of the class their own ideas on the topics under discussion. To prepare for the class, students will complete the assigned readings and reflect on the “discussion questions”, which will be available via Canvas 24 hours before the class.

### DISCUSSION QUESTIONS:

For each class, students will prepare two questions for discussion on specific sections of the readings, as assigned by the professor. Students will post their questions on Canvas at least 24 hours before class. During the class, each student will be responsible for leading the discussion around their two questions.

### RESEARCH PROJECT:

Students enrolled in LING 580E or SPAN 542 will complete a research project involving the collection, transcription, and analysis of learner interaction data.\* The project will involve:

- The research proposal: a plan (1 page maximum), a bibliography (a minimum of 5 references), and an oral presentation in class (5 min. + Q&A). 10% of the final course grade.
- The oral presentation (15 min. + Q&A). During the last day of class, Tuesday, June 4. 20% of the final course grade.
- The final paper (10-12 pages, plus appendixes, references, tables, and/or figures). To be submitted by the end of week 10, on Friday, June 7. 30% of the final course grade.

\*Students can propose alternative projects directly related to their applied linguistics PhD dissertation or MA thesis research

### REFERENCES:

- Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2016). Engagement with the language: How examining learners' affective and social engagement explains successful learner-generated attention to form. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*, 209-239. Amsterdam; Philadelphia: John Benjamins.
- Bikowski, D. & R. Vithanage (2016). Effects of web-based collaborative writing on individual L2 writing development. *Language Learning & Technology*, 20(1), 79-99.
- Bowles, M. A., Adams, R. J., & Toth, P. D. (2014). A comparison of L2–L2 and L2–heritage learner interactions in Spanish language classrooms. *The Modern Language Journal*, 98(2), 497-517.
- Bown, J., Dewey, D. P., & Belnap, R. K. (2015). Student interactions during study abroad in Jordan. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad*, 199-221. Essex: European Second Language Association.
- Cho, H. (2017). Synchronous web-based collaborative writing: Factors mediating interaction among second-language writers. *Journal of Second Language Writing*, 36, 37-51.
- Dao, P. (2019). Effects of task goal orientation on learner engagement in task performance. *International Review of Applied Linguistics in Language Teaching*, doi.org/10.1515/iral-2018-0188
- Dao, P., & McDonough, K. (2017). The effect of task role on Vietnamese EFL learners' collaboration in mixed proficiency dyads. *System*, 65, 15-24.
- Fernández Dobao, A. (forthcoming). Exploring interaction between heritage and second language learners in the Spanish language classroom: opportunities for collaborative dialogue and learning. In Storch, N. & Suzuki, W. (Ed.). *Language in Language Teaching: A collection of empirical studies*. John Benjamins.

- García Mayo, M. D. P., & Azkarai, A. (2016). EFL task-based interaction: Does task modality impact on language-related episodes. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*, 241-266. Amsterdam; Philadelphia: John Benjamins.
- Lambert, C., Philp, J., & Nakamura, S. (2017). Learner-generated content and engagement in second language task performance. *Language Teaching Research*, 21(6), 665-680
- Loewen, S., & Wolff, D. (2016). Peer interaction in F2F and CMC contexts. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*, 163-184. Amsterdam; Philadelphia: John Benjamins.
- Martin-Beltrán, M., Chen, P. J., Guzman, N., & Merrills, K. (2016). How adolescents use social discourse to open space for language learning during peer interactions. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*, 319-348. Amsterdam; Philadelphia: John Benjamins.
- Masuda, K., & Iwasaki, N. (2018). Pair-work dynamics: Stronger learners' languaging engagement and learning outcomes for the Japanese polysemous particles ni/de. *Language and Sociocultural Theory*, 5(1), 46-71.
- McDonough, K., De Vleeschauwer, J., & Crawford, W. J. (2018). Exploring the benefits of collaborative prewriting in a Thai EFL context. *Language Teaching Research*, 1362168818773525
- Nguyen, B. T. T., & Newton, J. (2019). Learner proficiency and EFL learning through task rehearsal and performance. *Language Teaching Research*, 1362168818819021.
- Philp, J., Adams, R., & Iwashita, N. (2014). *Peer interaction and second language learning*. New York, NY: Routledge, Taylor & Francis Group.
- Rouhshad, A. & N. Storch (2016) A focus on mode: Patterns of interaction in face-to-face and computer-mediated modes. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*, 267-290. Amsterdam; Philadelphia: John Benjamins.
- Saito, K. & Akiyama, Y. (2017) Video-based interaction, negotiation for comprehensibility, and second language speech learning: A longitudinal study. *Language Learning*, 67(1), 43-74.
- Sato, M. (2017). Interaction mindsets, interactional behaviors, and L2 development: An affective-social-cognitive model. *Language Learning*, 67(2), 249-283.
- Villarreal, I., & Gil-Sarratea, N. (2019). The effect of collaborative writing in an EFL secondary setting. *Language Teaching Research*, 1362168819829017.
- Walls, L. C. (2018). The effect of dyad type on collaboration: Interactions among heritage and second language learners. *Foreign Language Annals*, 51(3), 638-657.
- Yu, S. & Lee, I. (2015). Understanding EFL students' participation in group peer feedback of L2 writing: a case study from an Activity Theory perspective. *Language Teaching Research*, 19(5), 572-593.