

**Do primary school children attend to form while interacting?
Evidence from research in one Spanish EFL context**

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Grammar is crucial to language and language learning. Research into grammar instruction (i.e. interventional efforts to direct learners' attention to particular grammatical forms) has been a central topic in the field of second language acquisition (SLA) due to its importance in assisting second language (L2) learners to develop communicative competence. Over the last three decades, the role of grammar instruction in second/foreign language contexts has been reconsidered on the basis of findings in the field of L2 research with adult learners. Different studies point to the need to identify effective instructional procedures to focus on formal aspects of language that may help learners notice the mismatch between their interlanguage and the target language. Moreover, there is currently a broad consensus that pedagogical intervention is facilitative and may even be indispensable in foreign language (FL) learning contexts as they offer no more than minimal L2 input of a few hours per week.

A population that has clearly been underexplored regarding these issues is that of children (ages 6-12) precisely in FL learning contexts. The goal of this talk will be to share ways in which interactive collaborative tasks can draw children's attention to formal aspects of language. Our research, grounded within cognitive-interactionist and sociocultural frameworks, will illustrate how grammar focused tasks (dictogloss), input enhancement and collaborative writing, coupled with the manipulation of implementation variables (task repetition, task modality), help children to focus on formal aspects and, very importantly, to solve problematic issues without the teacher's intervention. We will conclude identifying lines for further research on effective grammar pedagogy for young learners.

Capturing collaboration: Interactional fluency in the L2 classroom

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Second language (L2) speech fluency has been widely studied as one of the key dimensions of L2 oral proficiency and performance. Fluency relates to the effortlessness of speech and is typically operationalized with temporal measures related to three dimensions of fluency: speed (e.g., articulation rate), pausing, and repair (e.g., self-repetitions and corrections; Skehan 2009). However, the majority of L2 speech fluency studies approach fluency from an individual speaker's perspective based on monologic speech, focusing on individual fluency. Less is known about L2 fluency in dialogic settings, such as peer interaction contexts in the L2 classroom, where two learners collaborate in maintaining the flow of speech and interaction (i.e., interactional fluency; Peltonen 2020a).

In this talk, I will provide an overview of how L2 interactional fluency can be conceptualized in the light of previous research on L2 speech fluency, on the one hand, and L2 interactional competence (e.g., Galaczi & Taylor 2018), on the other hand. I will also discuss the methodology for examining L2 interactional fluency and propose that measures related to temporal fluency and cohesive devices capture the co-constructed nature of L2 interactional fluency (Peltonen 2017, 2020a). I will also point out the benefits of incorporating a multimodal perspective into L2 interactional fluency analysis (Peltonen 2020b). Finally, based on analyses of L2 interaction from Finnish learners of English, I will present practical examples illustrating how learners create L2 interactional fluency collaboratively by using various resources.

References

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