

Call for Papers
Peer Interaction in the L2 Classroom
International Workshop
Universitat Autònoma de Barcelona, 2nd February 2024

Peer interaction represents a staple communicative scenario in the second/foreign language (L2) classroom where it provides a meaningful context for L2 production and practice (Sato & Ballinger, 2016). From a cognitive-interactionist perspective, the language learning potential of peer interaction has been claimed to reside in the opportunities it creates for the internalisation of language structures, negotiation of meaning, provision of corrective feedback and production of modified output, as well as for enhanced learner attention to form, all of which are key psycholinguistic processes underpinning the development of the L2 communicative competence (Mackey & Goo, 2007; Philp et al., 2014). Peer interaction has also been examined from the perspective of sociocultural theory, according to which cognition and knowledge are inherently social and dialogically constructed (Lantolf, 2000). In the language classroom, peer interaction can generate collaborative dialogue in which learners pool together their linguistic and cognitive resources to solve communicative difficulties (Swain, 2000; Swain & Lapkin, 2000). In the light of these findings, there is a need to explore the extent to which peer interaction can be implemented and enhanced through pedagogical interventions so as to maximize learning opportunities, especially in those contexts where learners have limited exposure to the L2 outside the classroom.

The workshop aims to bring together researchers at all career levels who explore the use of peer interaction as a pedagogical resource and its L2 learning potential at different educational levels and in a variety of contexts. We invite proposals which draw on second language acquisition, language teaching and learning, educational research and related fields, using quantitative and/or qualitative methodologies.

Keynote speakers:

Dr María del Pilar García Mayo, Universidad del País Vasco (Spain)

Dr Pauliina Peltonen, University of Turku (Finland)

All proposals will be considered for both oral presentation (30 minutes, including 10 minutes for discussion) and poster presentation (A0 landscape or portrait). Bear in mind that **only a very limited number of proposals will be selected for oral presentation.**

Important Dates:

Submission is open: 6 October 2023

Deadline for submissions: 20 November 2023

Notification of acceptance: 5 December 2023

Workshop date: 2 February 2024

Submission Guidelines

Abstracts should be written in English and 300 words long (maximum) excluding references and should be submitted to <https://easychair.org/conferences/?conf=peerinteraction2024>

Further information

<https://peerinteractionworkshop2024.weebly.com/>

peerinteractionuab2024@gmail.com

References

Lantolf, J. P. (2000). *Sociocultural Theory and Second Language Learning*. Oxford University Press.

Mackey, A., & Goo, J. (2007). Interaction Research in SLA: A Meta-Analysis and Research Synthesis. In A., Mackey (Ed.). *Conversational Interaction and Second Language Acquisition* (pp. 407–453). Oxford University Press.

Philp, J., Adams, R., & Iwashita, N. (2014). *Peer interaction and second language learning*. Routledge.

Sato, M., & Ballinger, S. (2016). Understanding peer interaction. In M., Sato, & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 1-30). John Benjamins.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford University Press.

Swain, M., & Lapkin, S. (2000). Task-Based Second Language Learning: The Uses of the First Language. *Language Teaching Research*, 4 (3), 251–274.