

International Workshop on Peer Interaction in the L2 Classroom

02 February 2024

Sala de Graus - Facultat de Filosofia i Lletres

MORNING PROGRAMME

9:00-9:15	Registration
9:15-9:30	Opening remarks
9:30-10:30	Plenary talk: María del Pilar García Mayo , Universidad del País Vasco (UPV/EHU), Do primary school children attend to form while interacting? Evidence from research in one Spanish EFL context.
10:30-11:00	Nektaria Kourтали , University of Liverpool, The role of mode of interaction in young learners' foreign language anxiety.
11:00-11:30	Coffee Break
11:30-12:00	Mark de Boer and Natalia Evnitskaya , Akita International University, Japan and Universitat Internacional de Catalunya, Making the Learning Visible in L2 Peer Interaction in a University Classroom.
12:00-12:30	Anna Marsol , Universitat de Lleida, The interactive space in CLIL and EFL classroom contexts: the role of teacher questions in stimulating learners' oral production
12:30-13:00	María Martínez-Adrián and Kevin Iglesias-Diéguez , Universidad del País Vasco (UPV/EHU), What role do metalinguistic explanations play on languaging in a dictogloss task targeting the possessive determiners his/her?
13:00-13:30	Elin Ruth , Luleå University of Technology, Exploring young EFL learners' collaborative writing: Perceptions and process in Swedish primary school.
13:30-15:30	Lunch and Poster Session

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AFTERNOON PROGRAMME

15:30-16:00	Elisabet Pladevall-Ballester, Alex Vraciu, Eloi Puig Mayenco, Montse Capdevila, Anna Vallbona , Universitat Autònoma de Barcelona, Universitat de Lleida, King's College London, UVic-UCC, The effects of in-class task-based peer interaction on young learners of English as a foreign language.
16:00-17:00	Plenary talk: Pauliina Peltonen , University of Turku, Capturing collaboration: Interactional fluency in the L2 classroom.
17:00-17:15	Closing remarks

POSTERS

Diego Luiz Albuquerque, Universitat Autònoma de Barcelona, Parelles Lingüístiques - analysing the cross-age teaching methods using plurilingual poetry to promote plurilingualism/pluriliteracies in teaching additional languages in a secondary school in Barcelona.

Jaume Batlle Rodríguez and **Paula Redondo Juárez**, Universitat de Barcelona and University of Glasgow, The development of interactional competence in Spanish: question formulation in peer oral interactions.

Evgeniia Iurinok, Universitat Pompeu Fabra, Peer interaction through translanguaging.

Irene Tort, UVic-UCC, Teachers' beliefs in the oral interaction teaching and learning of English as a foreign language practice within the framework of adult education.

Anca Daniela Frumuselu, Universitat de Lleida, The COIL (Collaborative Online International Learning) Model as a Means to Promote Peer Interaction and Intercultural Competence.

Andrea Huerta, Universitat Autònoma de Barcelona, L1 Use in Task-Based Peer Interaction by Primary School Young Learners of English as a Foreign Language.