

1. Record Nr.	UNINA9910465864803321
Titolo	Peer interaction and second language learning : pedagogical potential and research agenda // edited by Masatoshi Sato and Susan Ballinger
Pubbl/distr/stampa	Amsterdam, [Netherlands] ; ; Philadelphia, [Pennsylvania] : , : John Benjamins Publishing Company, , 2016 ©2016
Descrizione fisica	1 online resource (409 p.)
Collana	Language Learning & Language Teaching, , 1569-9471 ; ; 45
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Second language acquisition - Study and teaching Second language acquisition - Research Interaction analysis in education - Research Interlanguage (Language learning) - Research Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Peer Interaction and Second Language Learning; Editorial page; Title page; LCC data; Table of contents; Acknowledgement of reviewers; Understanding peer interaction: Research synthesis and directions; Introduction ; Framework of this volume; Framework of this chapter; What is unique about peer interaction? ; A distinct type of interaction ; A facilitator of L2 processing ; A context for L2 development ; A versatile pedagogical option ; Theories of peer interaction ; The cognitive perspective ; The sociocultural perspective ; Sociocognitive perspectives Mediating variables affecting peer interaction Task type ; Proficiency level ; Modality of interaction ; Learner relationships ; Pedagogical interventions ; About this book ; References ; I. Interactional patterns and learner characteristics; 1. Peer interaction and learning: A focus on the silent learner; Introduction ; Method ; Participants ; Collaborative writing task ; Vocabulary pretest and posttest ; Procedures ; Data

coding and analysis ; Findings ; Jack ; Chris; David; Conclusions ;
Pedagogical implications ; References ; Appendix A ; Appendix B ;
Appendix C

2. Peer interaction and metacognitive instruction in the EFL
classroomIntroduction ; Interaction and second language development ;
Feedback in peer interaction ; Peer interaction and foreign language
contexts ; The learner's role in learning ; Targeted instruction ; The
current research ; Method ; Methodological framework ; Participants ;
Materials ; Analysis ; Results ; Summary of results ; Discussion ;
Metacognitive instruction and learner interaction ; Learner-learner
interaction ; Feedback and negotiation ; Limitations ; Conclusion and
pedagogical implications ; References ; Appendix A

3. Interaction or collaboration? Group dynamics in the foreign language
classroomIntroduction ; Literature review ; Peer corrective feedback and
L2 learning ; Collaborative peer interaction and L2 learning ; Proficiency
and interactional moves ; Methodology ; Methodological framework ;
Chilean EFL context ; Participants ; Intervention ; Data collection and
analysis ; Quantitative results ; Corrective feedback and modified
output ; Collaborative behaviours ; Qualitative results ; Discussion ; The
effect of proficiency on interaction and collaboration

Interactional moves and collaborative patterns Collaborative mindset-
interactional moves-L2 learning ; Limitations ; Pedagogical implications
; References ;

4. Interactional behaviours of low-proficiency learners in
small group work; Introduction ; Learner proficiency ; Methodology ;
Participants ; Task design ; Methodological framework ; Data collection
; Data analysis ; Findings ; Discussion ; Interlocutors' proficiency levels
and LREs ; Learners' perception of group work and interlocutors'
proficiency levels ; Peer interaction ; Learners' participation and
successful small group work

Pedagogical implications
