

# 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

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9:15-9:30 Opening remarks

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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.

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10:30-11:00 **Nektaria Kourtali**, University of Liverpool, The role of mode of interaction in young learners' foreign language anxiety.

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11:00-11:30 Coffee Break

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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.

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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

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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?

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13:00-13:30 **Elin Ruth**, Luleå University of Technology, Exploring young EFL learners' collaborative writing: Perceptions and process in Swedish primary school.

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13:30-15:30 Lunch and Poster Session

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## AFTERNOON PROGRAMME

15:30-16:00	<b>Elisabet Pladevall-Ballester, Alex Vraciu, Eloi Puig Mayenco, Montse Capdevila, Anna Vallbona</b> , 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	<b>Plenary talk: Pauliina Peltonen</b> , 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.