L2 Peer Interaction References

Adams, R. (2007). Do second language learners benefit from interacting with each other? In R. Mackey (ed.), *Conversational interaction in second language acquisition* (pp. 29–51). Oxford: Oxford University Press.

Adams, R.J., Nuevo, A. M. and Egi, T. (2011) Explicit and implicit feedback, modified output, and SLA: Does explicit and implicit feedback promote learning and learner–learner interactions? *Modern Language Journal*, *95*(s1), 42–63.

Antón, M., & DiCamilla, F. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Canadian Modern Language Review*, *54* (3), 314– 342.

Aline, D. & Hosoda, Y. (2009). Orientation to language code and actions in group work. *Canadian Journal of Applied Linguistics*, *12*(1), p. 59-83.

Blum-Kulka, S., & Gorbatt, N. (2014). "Say princess": The challenges and affordances of young Hebrew L2 novices' interaction with their peers. In A. Cekaite, S. Blum-Kulka, V. Grøver, & E. Teubal (Eds). *Children's peer talk: learning from each other* (pp. 169-193). Cambridge: Cambridge University Press.

Bushnell, C. (2009). "Lego my keego!": An analysis of language play in a beginning Japanese as a foreign language classroom. *Applied Linguistics*, *30*(1), 49-69.

Carroll, D. (2004). Restarts in novice turn-beginnings: Disfluencies or interactional achievements? In R. Gardner and J. Wagner (Eds). *Second language conversations* (pp. 157-177). London: Continuum.

Cekaite, A., & Aronsson, K. (2004). Repetition and joking in children's second language conversations: Playful recyclings in an immersion classroom. *Discourse Studies*, *6*, 373–392.

Cekaite, A., & Aronsson, K. (2005). Language play, a collaborative resource in children's L2 learning. *Applied Linguistics*, *26*(2), 169–191.

Cekaite, A. and Björk-Willén, P. (2013). Peer group interactions in multilingual educational settings: co-constructing social order and norms for language use. *International Journal of Bilingualism, 17,* 74–188.

Cekaite, A., & Aronsson, K. (2014). Language play, peer group improvisations, and L2 learning. In A. Cekaite, S. Blum-Kulka, V. Grøver, & E. Teubal (Eds.), *Children's peer talk: learning from each other* (pp. 194–213). Cambridge: Cambridge University Press.

de Guerrero, M. C. M., & Villamil, O. S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern Language Journal, 84*(1), 51-68.

Devos, N. (2016). *Peer interactions in new content and language integrated Settings*. Heidelberg, Germany: Springer.

Donato, R. (1994). Collective scaffolding in second language learning. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language learning* (pp. 33– 56). Norwood, NJ: Ablex.

Doughty, C., & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly*, *20*, 305–25.

Duff, P. A. (1986). Another look at interlanguage talk: Taking task to task. In R. Day (Ed.), *Talking to learners: Conversation in second language acquisition* (pp. 147– 181). Rowley, MA: Newbury House.

Duff, P. A., & Talmy, S. (2011). Language Socialization Approaches to Second Language Acquisition: Social, cultural, and linguistic development in additional languages. In D. Atkinson (Ed.) *Alternative Approaches to Second Language Acquisition* (pp. 95-116). New York: Routledge.

Ellis, R. (1999). *Learning a second language through interaction*. Philadelphia: John Benjamins.

Ellis, R. (2003). *Task based language teaching and learning*. Oxford: Oxford University Press.

Firth, A., & Wagner, J. (1997). On discourse, communication and (some) fundamental concepts in SLA research. *The Modern Language Journal, 81*, 285-3000.

Foster, P., & Ohta, A. S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, *26*(3), 402-430.

Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition*, *18*, 299– 323.

Fujimoto, D (2010). Agreements and disagreements: The small group discussion in a foreign language classroom. In G. Kasper, H. T. Nguyen, D. R. Yoshimi, & J. K. Yoshioka, *Pragmatics Language Learning* (pp. 297-326). University of Hawaii.

Gass, S., Mackey, A., & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings. *Language Learning*, *55*(8), 575– 611.

Hellermann, J. (2008). *Social actions for classroom language learning*. Clevedon, U.K.: Multilingual Matters.

Hellermann, J. (2011). Members' methods, members' competencies: Evidence of language learning in longitudinal studies of other-initiated repair. In J. Hall, J. Hellermann, & S.

Pekarek Doehler (Eds.), *The Development of Interactional Competence.* Bristol, UK: Multilingual Matters.

Hosoda, Y. and Aline, D. (2012). Doing being interrupted by noise as a resource in second language interaction. *Journal of Pragmatics, 44(1),* 54-70.

Kim, Y., & McDonough, K. (2011). Using pretask modelling to encourage collaborative learning opportunities. *Language Teaching Research*, *15*(2), 183– 199.

Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Lantolf, J. P., & Appel, G. (1994). *Vygotskian approaches to second language research*. Norwood, NJ: Ablex Press.

Leeser, M. J. (2004). Learner proficiency and focus on form during collaborative dialogue. *Language Teaching Research*, *8*(1), 55– 82.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). New York: Academic Press.

Markee, N. (2000). *Conversation analysis*. Mahwah, NY: Erlbaum.

Macbeth, D. (2004). The relevance of repair for classroom correction. *Language in Society*, *335*, 703–736.

Mori, J. (2004a). Negotiating Sequential Boundaries and Learning Opportunities: A Case from a Japanese Language Classroom. *Modern Language Journal*, *88*(4), 536-550.

Mori, J. (2004b). Pursuit of understanding: Rethinking 'negotiation of meaning' in view of projected action. In R. Gardner and J. Wagner (Eds). *Second language conversations* (pp. 157-177). London: Continuum.

Mori, J., & Hasegawa, A. (2009). Doing being a foreign language learner in a classroom: Embodiment of cognitive states as social process. *International Review of Applied Linguistics*, *47*(1), 65-94.

Ohta, Amy Snyder (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. *Issues in Applied Linguistics*, *6*(2), 93-121.

Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 51– 78). Oxford, United Kingdom: Oxford University Press.

Olsher, D. (2004). Talk and gesture: The embodied completion of sequential actions in spoken interaction. In: Rod Gardner and Johannes Wagner (eds.), *Second Language Conversations*, 221-245. London: Continuum.

Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition, 21*, 109-148.

Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning, 44*, 493–527.

Philp, J., Adams, R., & Iwashita, N. (2014). *Peer Interaction and Second Language Learning*. London: Routledge.

Porter, P. A. (1986). How learners talk to each other: Input and interaction in task-centered discussions. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 200– 222). Rowley, MA: Newbury House.

Rampton, B. (2002). 'Ritual and foreign language practices at school', *Language in Society, 31*, 491–525.

Reichert, T., & Liebscher, G. (2012). Positioning the expert: word searches, expertise, and learning opportunities in peer interaction. *The Modern Language Journal*, *96*(4), 599-609.

Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics*, *22*, 27– 57.

Sato, M., & Lyster, R. (2007). Modified output of Japanese ELF learners:Variable effects of interlocutor versus feedback types. In A. Mackey (Ed.), *Conversational interaction in second language acquisition* (pp. 123– 142). Oxford, United Kingdom: Oxford University Press.

Skehan, P. & Foster, P. (2001). Cognition and tasks. In P. Robinson (Ed.). *Cognition and second language instruction* (pp. 183-205). New York, NY: Cambridge University Press.

Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, *52*(1), 119– 158.

Swain, M. (1985). Communicative Competence: Some roles of Comprehensible Input and Comprehensible Output in its Development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253), Rowley, MA: Newbury House.

Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal, 82*, 320-337.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), Sociocultural theory and second language learning (pp. 97-114). Oxford: Oxford University Press.

Philp, J., & Duchesne, S. (2008). When the gate opens: The interaction between social and linguistic goals in child second language development. In J. Philp, R. Oliver, & A. Mackey (Eds.), *Child's play? Second language acquisition and the younger learner* (pp. 105–129). Amsterdam, The Netherlands: John Benjamins.

Varonis, E. M., & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. *Applied Linguistics*, *6*(1), 71– 90.

Villamil, O. & M. de Guerrero (2006). Sociocultural theory: A framework for understanding socio-cognitive dimensions of peer feedback. In K. Hyland & F. Hyland (eds.), *Feedback in Second Language Writing: Contexts and Issues* (pp. 23-41). New York: Cambridge University Press.

Watanabe, Y., & Swain, M. (2008). Perception of learner proficiency: Its impact on the interaction between an ESL learner and her higher and lower proficiency partners. *Language Awareness*, *17*(2), 115– 130.

Willett, J. (1995). Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization. *TESOL Quarterly*, *29*(3), 473–503.

Williams, J. (1999). Learner-generated attention to form. *Language Learning*, *49*(4), 583– 625.

Wray, A. 2002. *Formulaic language and the lexicon*. Cambridge University Press.

Varonis, E. M., & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. *Applied Linguistics*, *6*(1), 71-90.

Yule, G., & Macdonald, D. (1990). Resolving referential conflicts in L2 interaction: The effect of proficiency and interactive role. Language Learning, 40 (4), 539– 556.