COURSE DESCRIPTION:
In this seminar we will explore the relationship between classroom interaction and second language acquisition. We will discuss current theoretical approaches to the study of peer interaction, paying attention to both cognitive and sociocultural perspectives. We will examine the empirical research conducted from these approaches, its main findings, and their implications.

The seminar is intended for graduate students interested in Applied Linguistics and/or Second Language Acquisition research, as well as those with a focus on second/foreign language teaching. Special attention will be devoted to the pedagogical implications of the research being discussed.

The language of instruction will be English. Knowledge of Spanish is not required.

CALENDAR:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apr. 2</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apr. 9</td>
<td>Introduction to the study of peer interaction and L2 learning</td>
<td>Philp et al., 2014 (Chapters 2-3-4)</td>
</tr>
<tr>
<td>3</td>
<td>Apr. 16</td>
<td>Learners’ proficiency level</td>
<td>Nguyen &amp; Newton, 2019; Dao &amp; McDonough, 2017; Masuda &amp; Iwasaki, 2018</td>
</tr>
<tr>
<td>4</td>
<td>Apr. 23</td>
<td>Task design</td>
<td>Dao, 2019; García Mayo &amp; Azkarai, 2016; Lambert et al., 2017</td>
</tr>
<tr>
<td>5</td>
<td>Apr. 30</td>
<td>Learners’ motives, goals &amp; mindsets</td>
<td>Yu &amp; Lee, 2015; Sato, 2017; Cho, 2017</td>
</tr>
<tr>
<td>6</td>
<td>May 7</td>
<td>Collaborative versus individual tasks</td>
<td>Villareal &amp; Gil-Sarratea, 2019; McDonough et al., 2018; Bikowski &amp; Vithanage, 2016</td>
</tr>
<tr>
<td>7</td>
<td>May 14</td>
<td>FtF interaction versus CMC</td>
<td>Rouhshad &amp; Storch, 2016; Baralt et al., 2016; Loewen &amp; Wolff, 2016</td>
</tr>
<tr>
<td>8</td>
<td>May 21</td>
<td>HL-L2 learner interaction</td>
<td>Bowles et al., 2014; Walls, 2018; Fernández Dobao (forthcoming)</td>
</tr>
<tr>
<td>9</td>
<td>May 28</td>
<td>Beyond the classroom: interacting with NSs</td>
<td>Martin-Beltrán et al., 2016; Saito &amp; Akiyama, 2017; Bown et al., 2015</td>
</tr>
<tr>
<td>10</td>
<td>Jun. 4</td>
<td>Oral presentations</td>
<td></td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS:

Class participation: 15%
Discussion questions: 25%
Research project: 60%
CLASS PARTICIPATION:
Students are expected to actively participate in class discussions, demonstrate their understanding of the readings, and share with the rest of the class their own ideas on the topics under discussion. To prepare for the class, students will complete the assigned readings and reflect on the “discussion questions”, which will be available via Canvas 24 hours before the class.

DISCUSSION QUESTIONS:
For each class, students will prepare two questions for discussion on specific sections of the readings, as assigned by the professor. Students will post their questions on Canvas at least 24 hours before class. During the class, each student will be responsible for leading the discussion around their two questions.

RESEARCH PROJECT:
Students enrolled in LING 580E or SPAN 542 will complete a research project involving the collection, transcription, and analysis of learner interaction data.* The project will involve:
- The research proposal: a plan (1 page maximum), a bibliography (a minimum of 5 references), and an oral presentation in class (5 min. + Q&A). 10% of the final course grade.
- The oral presentation (15 min. + Q&A). During the last day of class, Tuesday, June 4. 20% of the final course grade.
- The final paper (10-12 pages, plus appendixes, references, tables, and/or figures). To be submitted by the end of week 10, on Friday, June 7. 30% of the final course grade.

*Students can propose alternative projects directly related to their applied linguistics PhD dissertation or MA thesis research

REFERENCES:


