

PEER INTERACTION: Before, During, and After

6th International Conference On Immersion And Dual
Language Education

October 20, 2016

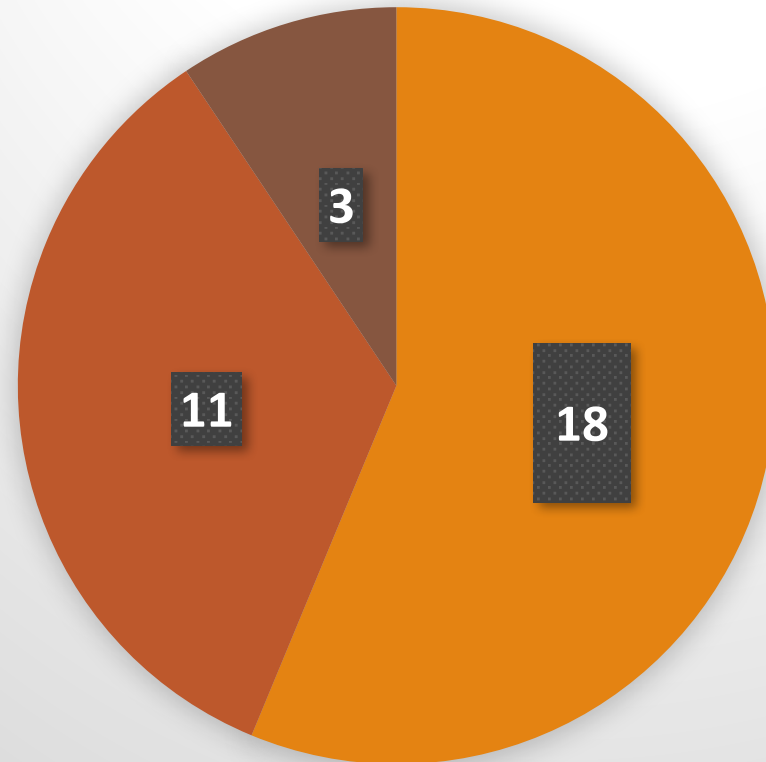
Susan Ballinger, McGill University

Workshop Overview

- Introductions
- Advantages and pitfalls of peer interaction
- Before PI activities
- During PI activities
- After PI activities

Programs Represented

1-way, 2-way, & indigenous programs (out of 34)



■ 1-Way

■ 2-Way

■ Indigenous

Immersion Languages Taught

Spanish (18)

Chinese (3)

French (2)

Ojibwe (2)

Dakota

Hawaiian

Italian

Menominee

Portuguese

Russian

Vietnamese

Countries and States Represented

United States

Delaware

District of Columbia

Hawaii

Idaho

Iowa

Maryland

Minnesota

New Mexico

New York

Oregon

Pennsylvania

Utah

Washington

Wisconsin

Canada

Quebec

Japan

Kanagawa Prefecture

Introductions

Introduce yourself to someone from two different programs represented here today.

Tell them:

- your name
- where you are from
- the program and age level(s) you work with

Tell them your answer to one of the three questions on the worksheet (your choice).

Advantages: Peer Interaction

Advantages of **well-designed** group work (Gibbons, 2015, pp. 49-50):

- Learners use more language (more input, more practice)
- Peers take more conversational turns
- Unconfident learners may feel more comfortable speaking with peers
- Learning and communication is contextualized and has a specific purpose
- Learners must clarify their own meaning, ask questions, exchange information, solve problems
 - Words are repeated, ideas rephrased, problems restated
- “Well-designed group work therefore offers a particular kind of language-rich context that cannot be duplicated in whole-class work.” (p. 50)

POSITIVE FINDINGS: PEER L2 INTERACTION

- In some ways superior to learner-native speaker interactions (Sato & Ballinger, 2016):
 - Learners are exposed to more feedback (Pica et al., 1996; Sato & Lyster, 2007).
 - Learners produce more output generally and more modified output specifically (McDonough, 2004).
- Facilitates L2 processing:
 - Learners tend to notice errors in their partner's speech as well as corrective feedback given to their own errors (Sato, 2013).
 - Learners are apt to experiment with the language (Philp et al., 2014).
- Collaborative interactions support L2 learning:
 - Collaborative and expert-novice patterns of interaction associated with L2 learning (Storch, 2012)
 - Learners with a **collaborative mindset** have more opportunities for learning; are more likely to benefit from corrective feedback (Ballinger, 2013)

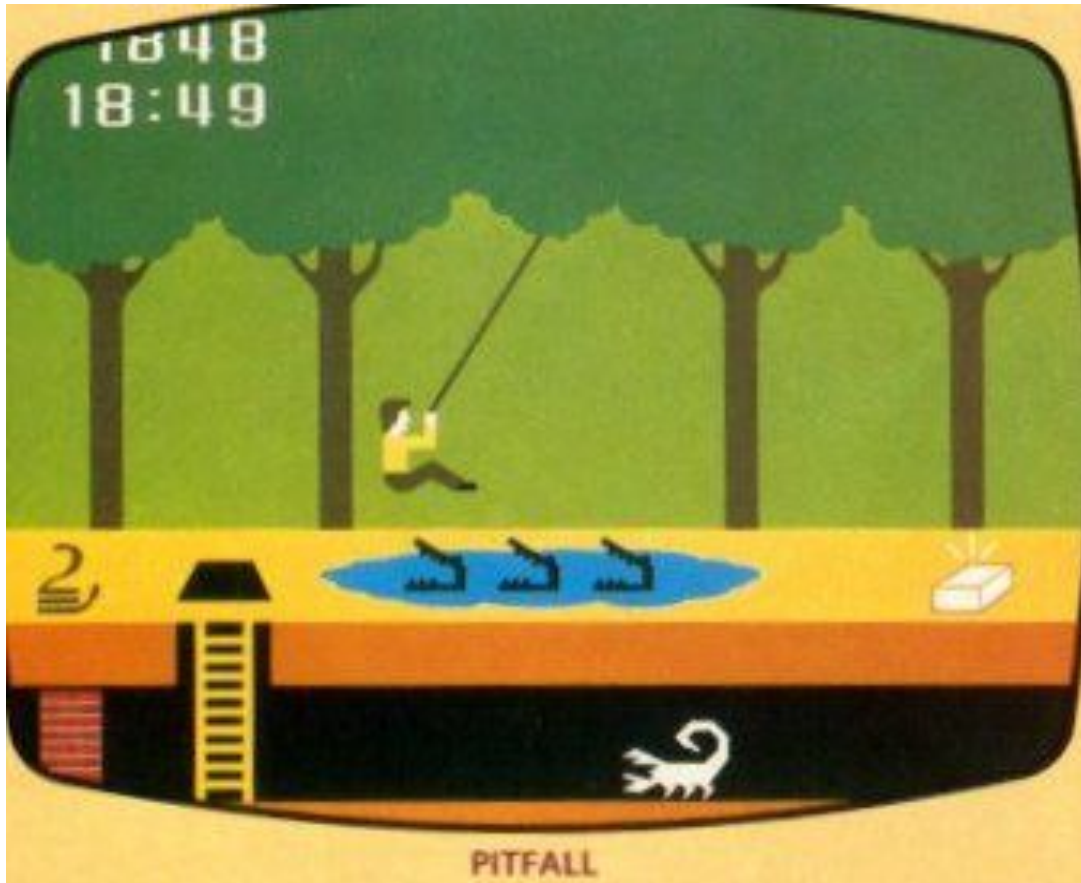
Positive Findings: Immersion Peer Interaction

- More opportunities for meaningful peer interaction = higher L2 achievement (Netten & Spain, 1989)
- When students engage in collaborative dialogue during peer interaction, they tend to retain resolutions to language problems that emerged from that dialogue (Swain & Lapkin, 1998)
- Students engage in peer interaction that facilitates language learning (Angelova, Gunawardena, & Volk, 2006; Martin-Beltran, 2010; Olmedo, 2003)

Challenges to Effective Peer Interaction

- The success of peer interaction activities is vulnerable to a wide range of mediating variables (Sato & Ballinger, 2016) :
 - Task type
 - Proficiency level
 - Grouping / pairing of learners
 - Learner relationships
 - Teacher scaffolding
 - Learner priming and training for peer interaction
- Difficult to assess the process of learning
 - Silent learners also benefit from group work (Fernandez Dobao, 2016)
- Lack of teacher control!
 - Behavioral issues
 - Incorrect use and learning of language

Pitfalls of Peer Interaction



- Based on your own experience, what are some potential obstacles to an effective peer interaction activity?
- What are your strategies for overcoming these obstacles?

PI Challenges in Immersion Classrooms

- French immersion students show an increased preference for speaking English over time, particularly with their peers (Harley, 1989; Swain, 1985; Tarone & Swain, 1995)
- Tarone & Swain (1995) attributed this to lack of French L1 peers; questioned whether language use might be different in two-way immersion
- Two-way immersion studies find that students show preference for English use, regardless of L1 background (Ballinger, 2011; Fortune, 2001; Hernandez, 2015; Potowski, 2007)
- The power imbalance between English and Spanish in U.S. society is very difficult to override in an immersion classroom (Potowski, 2007; Hernandez, 2015).

Coincidentally...

- 'Plateau effect' in oral L2 proficiency, L2 development over time (Fortune & Tedick, 2015; Hart, Lapkin, & Swain, 1991)
- Pronunciation in one-way immersion becomes LESS nativelike over time (Mencke, 2010).
- Grammatical accuracy, lexical variety, sociolinguistic appropriateness falls far behind native-like levels (Fortune, 2001; Genesee, 1987; Harley, 1989; Lyster, 2007; Mougeon, Nadasdi, & Reyner, 2010)



START HERE

Scaffolding Before PI

Scaffolding: Before Peer Interaction

- **Pairing / Grouping**
- **Modeling and Training**
- **Content, Language, and Task Prep**
- **Structuring the activity**

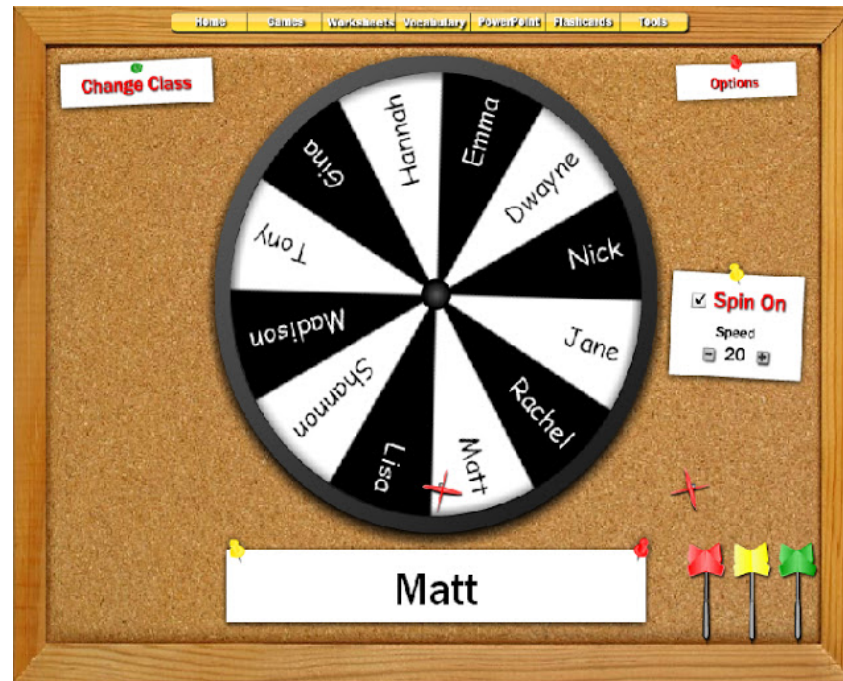
Best Practices for Effective Group Work (Gibbons, 2015)

- Give clear and explicit instructions.
 - Explain the task procedures in different ways (verbally, in writing)
- Require, don't just encourage, talk.
 - Information gap activities have this component built in.
- Give the activity a purpose and a clear outcome.
 - There should be a reason for why they are talking and students should know what it is.
- Get all group members involved.
 - Information gap activities require participation of all.
 - Assign roles.
- Make sure students know how to work in groups.
 - Teach them how to do it.

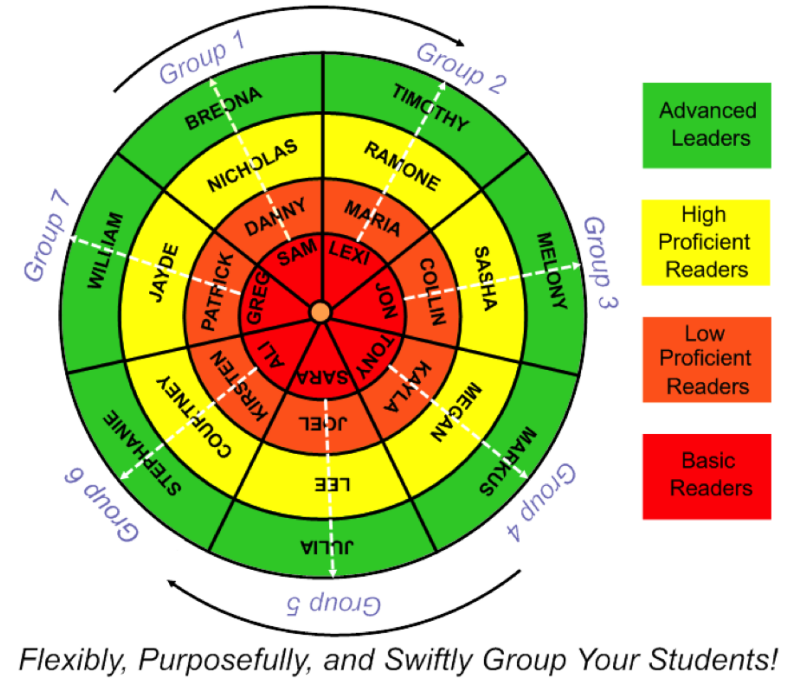
Options for Pairing and Grouping Students

- Friendship / students' choice
- Proficiency levels
 - Homogeneous (low-low; high-high)
 - Heterogeneous (low-high)
- Rotation
- Random

Pairing and Grouping Wheels



Heterogeneous Grouping Wheels



Flexibly, Purposefully, and Swiftly Group Your Students!

Research on Pairing and Grouping

Among younger learners:

- Students collaborated more when paired homogeneously for proficiency (Kowal & Swain, 1994) in Grade 8 French immersion.
 - More proficient students tended to dominate in heterogeneous pairs
- Among homogeneously grouped students, lower proficient groups engaged in more collaborative behaviors than higher proficient groups (Sato & Viveros, 2016) in EFL classrooms in Chile.
- Homogeneously grouped students engaged in more collaborative dialogue (“dialogue that constructs linguistic knowledge”) than heterogeneously grouped students (Young & Tedick, 2016).

Modeling and Training for PI

Make sure that students know how to work in groups.

- *How* students interact has an impact on their learning.
- Storch (2002) found 4 patterns of interaction among pairs:
 - Dominant-Dominant
 - Dominant-Passive
 - Expert-Novice
 - Collaborative
- Collaborative and expert-novice pairs learned more from LREs.

Role Play: Typical Moves for Interactional Patterns

Please observe the following role plays representing different patterns of interaction.

For each of the role plays, please take note of

- The interactional moves that the learners engage in.
- The interactional moves that the learners don't engage in.
- How learners initiate interaction and respond to one another.

Goals of Strategy Instruction

Specific, teachable behaviors:

- To raise students' awareness of their and their partner's language use when speaking to peers for BOTH practice AND accuracy
- To help students communicate more extensively in L2 with peers
- To help students learn content and language from that communication

Teaching Communicative Strategies: Which ones?

- **Check with** your group members.
 - Does everyone understand?
 - Task, language, content
 - What you are talking about
 - Does everyone agree?
 - Did everyone contribute (including you!)?
- **Respond to** your group members.
 - Do you like their idea?
 - Do you agree/disagree with their idea?
- What do you do **if you disagree**?

Teaching Reciprocal Learning Strategies: Which ones?

- Should go hand in hand with communicative strategies
- Raise students' awareness of and respect for classmates' knowledge.
 - Check for understanding of language.
 - Help other members contribute.
 - Seek help from other members if you don't know how to say something.
- Correct other group members' language????

How to teach PI Strategies

- Present strategies using role plays, examples, discussions
 - Remind students of the strategies before each new PI activity
 - give tailored examples of good, bad communication
- Get students involved
 - Discussions should move towards students making guidelines
- If possible, have students practice using the strategies
 - Games, worksheets, role plays
- Give students scaffolds
 - Posters that can be referred to
 - Assessment grids

Content, Language, and Task Prep

- Give clear and repetitive instructions
- Give students a purpose and outcome (task, content, language goals)
- What language do students need to complete the task?
 - Technical, subject-related vocabulary
 - Task-related vocabulary and language structures
 - Preview / Plan for use of these structures and vocabulary

Structure for the Activity

- Scenario in which all group members must contribute for successful task completion
- Role assignment
- Each group member holds individual knowledge

How many PI structures do you know?

1. See how many peer interaction structures you can identify on your worksheet.
2. Find a partner. If you can't identify all of the structures with your partner, ask other pairs until you have identified all of the structures.
3. With you partner or group, talk about which structures you have used, how, and for which topics or activities.

[Cult of Pedagogy: Jennifer Gonzalez](#)



Scaffolding During PI

During Peer Interaction: 3 R's and an A

➤ **Resolve**

- Language-related problems
- Content-related problems
- Task-related problems

➤ **Redirect**

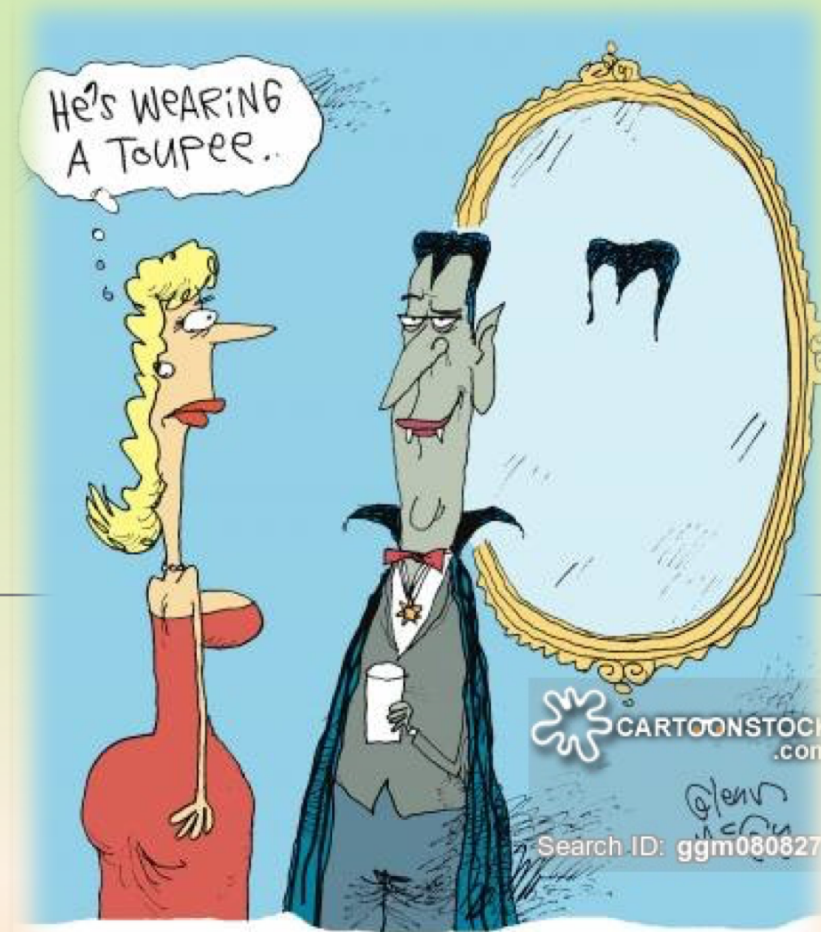
- Behavioral issues (off-taskness)

➤ **Remind**

- Communication strategies
- Task procedures
- Intention of the task

➤ **Assess**

Scaffolding After PI



After Peer Interaction: Self and Peer Assessment

[Evaluation grid](#)

- Report to class, other groups, the teacher
- Students should know in advance that they will self/peer assess
- Students should not only reflect but also plan for next peer interaction activity.

More Peer and Self Assessment Forms



What went well:

The things you did really well were...

The best part of your work is...



Even better if:

To improve your work you need to...



My next step:

I have learnt from the peer assessment that...

Next lesson I will try to...

Group Work Reflection

Names of our group members:

This is what went well with our group today:

Next time, we might want to try:

Overall, we give our group



stars for our work today.



Thank You!!!!!!

- PLEASE! Email me your comments, thoughts, suggestions:
susan.ballinger@mcgill.ca
- What should be included / excluded from teacher training workshops on PI scaffolding?