TEACHING THROUGH PEER INTERACTION

REBECCA ADAMS
AND RHONDA OLIVER

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Teaching Through Peer Interaction prepares teachers to use peer communication in the classroom. It presents current research of peer interaction and language learning for teachers, including background on the role of peer interaction in classroom language learning, guidelines for adopting and adapting peer interaction opportunities in real classrooms, and perspectives on teachers' frequently expressed concerns and questions about peer interaction.

Practical and comprehensive, this text brings together information on peer communication across the different skill areas, for different learners, in different contexts, and includes discussion on assessment. The text is replete with sample activities, tasks, and instructional sequences to aid teachers' understanding of how to use peer interaction effectively in a range of classroom settings, making it the ideal textbook for upper-level undergraduate and graduate students in language education programs, as well as in-service teachers.

Rebecca Adams, PhD., is an assistant professor of Applied Linguistics in the English Department of the University of Memphis, USA.

Rhonda Oliver is Professor of Applied Linguistics and Head of the School of Education at Curtin University, Australia.

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Rebecca Adams and Rhonda Oliver

To my loving (and patient) husband, Justin Hayward, and to Beatrix,
Campbell, and Lachlan for keeping me going and cheering along
the way – Rebecca Adams

To my favorite peer and life partner Martin Exell, thank you for your love,
encouragement and support – Rhonda Oliver

CONTENTS

FIGURES AND TABLES

Figures

Tables

1

PEER INTERACTION AND LANGUAGE LEARNING

How Does Peer Interaction Occur in Classrooms?

If you have been teaching for a while, you have probably used peer interaction in a number of ways in your classroom. Peer interaction occurs in diverse forms, and each interaction can differ in many ways.

Reflection Question: Peer interaction takes many forms in language classrooms. What do you think of when you think of peer interaction? Brainstorm as many possibilities as you can.

Peer interactions come in lots of forms. They can differ in terms of:

- Pair vs group.
- Oral vs oral and written.
- Focus on meaning vs focus on language form.
- Face to face vs online.
- Adults vs children vs adolescents.
- Language classrooms vs mainstream.

Can you think of other ways they might differ?

Peer interaction takes place anytime students work together on language learning tasks. This broad definition covers a wide range of classroom activities. We tend to

imagine peer interaction in a language classroom as two learners talking together, perhaps engaged in a game, or sitting across from each other at a table working on a spot the difference activity, or working together to fill in answers on a worksheet, or doing a role-play such as ordering at a restaurant, or doing an interview. But these are just a few ways peer interactions happen. Peer interaction can be a pair of students or a small or large group (we'll look at pair vs group work in chapter 8). Peer interaction can also be two learners sitting next to each other at a computer, collaboratively writing an essay or a story. It can be learners reading a text together, taking turns reading aloud and discussing questions to improve their comprehension (we'll look at peer interactions for second language reading and writing in chapter 5).

There is also a tendency to associate peer interaction with natural approaches to language learning, where learners focus fully on communicating meaning and where the language form is not the focus. It is certainly true that many peer interactions have as their primary focus meaning making. However, there are also many types of activities in which grammar is a primary focus. These range from working with a peer on a grammar worksheet to using grammar as the topic of a meaning-focused discussion (Fotos, 1994).

Peer interaction can happen in a classroom or from any place around the world. Through the internet interactions between language learners can happen with learners in a different school or different country. Technology has opened up the ability of leaners to communicate with peers through online chatting, discussion forums, collaborative wikis, and videoconferencing. We will discuss the ways that technology is shaping peer interaction in language learning in chapter 6. Peer interactions can be beneficial whether we are teaching children, adolescents, or adults (we also discuss age differences in more detail in chapter 2 and in chapter 8). That's not to say that interactions are the same across ages. You need to think about very different factors when helping learners of different ages to interact in positive ways.

Finally, it's natural for language teachers and language teacher educators (like the authors of this book) to think of peer interaction as something that takes place in language classrooms – classes where English-speaking children learn French or German, or in sheltered ESL classes where immigrant children to Australia or New Zealand work on their English to be able to move on to mainstream classes (again a topic we describe in chapter 2). However, interactions between second language peers also occur in mainstream classrooms, because immigrant children mainstream when they are able to communicate orally, but often before they have acquired the academic English proficiency that they'll need to be successful in a mainstream classroom. This means that some students in mainstream classrooms still struggle with language. Depending on the nature of the activity they are engaged in, teachers can either pair second language speakers with native speaker students to support their work, or let them work through content activities with a second language peer who may work at a similar pace. While this book is primarily targeted

to specialist language teachers, many of the ideas discussed are also relevant for mainstream teachers who have language minority students in their classrooms.

Challenges of Teaching Through Peer Interaction

Peer interactions can take different forms in the classroom, and the teaching decisions we make as we provide students with opportunities to interact can impact the ways that learners interact together in a classroom and what they gain from this experience. The purpose of this book is to explore these questions, and to give you research-based advice on using peer interactions effectively in your language teaching. To start, consider your own experiences as a learner or as a teacher. What are your current impressions of peer interaction, and how were they formed?

Reflection Question: Most teachers of language learners have tried grouping students in their classrooms for communicative language practice, but not necessarily with the same results. Read the following two descriptions of peer interaction in second language classrooms. Have you had similar experiences in your teaching and learning? What advice would you give these teachers?

Scene 1: Intensive English Program

The setting is an intermediate level grammar-oriented course that forms part of an intensive ESL program in an American university. The multicultural class of young adults is working through a session on the present perfect tense. Their course is based on a popular ESL textbook designed to incorporate interaction and communication into formal English learning. The teacher has provided an explanation about the meaning of the present perfect tense, how it is formed, and how it is used in English communication. She has led the class through a series of controlled exercises allowing them to practice forming and using the present perfect. Then, following the textbook suggestion, she forms her class into pairs and asks them to discuss and together answer a list of questions about things they have done (e.g., "What is the most interesting place you have visited?"). This is designed to be a natural context for the use of the present perfect.

The students move around to work with their peers and begin the activity. Immediately, things begin to go badly. The students generate quite a bit of noise, and with the thin walls between classrooms, the next-door teacher is soon over to complain. While trying to remind the students to keep the noise down, the teacher notices that many of the groups have finished the task quickly, without much discussion at all. When she queries them, she realizes that they have

gone through the questions and given quick short phrasal answers and moved on, rather than discussing the prompts together (e.g., Question: "What is the best meal you have ever eaten?"; Answer: "My grandmother's empanadas."). Because other groups are still discussing answers, the teacher instructs those groups who have finished quickly to quietly practice making general conversation. Very soon, pairs have rearranged themselves to sit near peers that share their first language and conversations in Spanish, Mandarin, and Korean begin in the classroom. To the teacher's dismay one discussion about favorite soccer teams becomes quite heated and threatens to become physical.

In the midst of the chaos, she has little opportunity to work with the other pairs of students who are still engaged in the activity. Many of these pairs have taken the instruction to discuss the prompts and share experiences to heart and are discussing their experiences enthusiastically in response to the questions. However, when she is able to listen to them, the instructor realizes that none of them are using the target form. Rather, they speak generally in present tense (e.g., Question: "What is the best movie you've ever seen?" Answer: "I really like *Terminator 2*") or simply speak in phrases, avoiding verbs altogether. The teacher intervenes in several of the groups, reminding them to practice the target tense, but it seems to have little effect on how they express themselves.

The bell chimes and the students pack up their bags to go. The teacher lingers a minute to gather up supplies and rearrange the chairs for the next class. As she walks away, she wonders whether there is any point in having the students interact in pairs and small groups. Between students being disengaged and students not using the target form, she struggles to see how this could possibly be beneficial. She thinks back to the discussions in her ESL teacher education courses on the importance of small group discussion for language learning and considers the possibility that all the ESL experts whose books she read are simply wrong.

Scene 2: Sheltered Instruction Classroom

This setting is an ESL sheltered instruction classroom in a small American junior high. The students range in age from twelve to fourteen and have all immigrated to the United States in the past year. Most converse in English reasonably well but have trouble understanding the teaching in mainstream classrooms. They meet in the ESL classroom daily for two hours for lessons on science and history designed to allow them to progress both in learning grade level content and in improving their English skills. They also have a separate "in classroom" teacher aid who helps them with English reading and writing.

The class is starting a unit on the topic, "the water cycle". The teacher gives a short presentation on water, including brainstorming with the whole class

about the various forms that water takes in nature (e.g., lakes, rivers, rain) and asks them to think about how these forms of water are connected. The students are then given a list of questions about water that they preview as a class next they watch a short video explaining the water cycle. Following the video, they work in pairs to answer the questions they were given previously. After their first attempt, they re-watch the video to check their answers and discuss any details they missed. At this point, the teacher brings the class back together to discuss the answers to the questions and to discuss the meanings of specialized vocabulary words (e.g., "condensation", "evaporation", "gravity") explained in the video and on the worksheet.

The class works together to set up a demonstration of the water cycle in an aquarium, using a clay mountain, water, ice cubes, and a heat lamp to demonstrate evaporation and condensation. As they set up the experiment, the teacher repeats key vocabulary, helping students connect what they are seeing to the terminology introduced earlier. As they watch the demonstration unfold, students are encouraged to discuss what they are seeing with their partner and to collaboratively jot down notes about the experience. Finally, they engage in peer writing. The students are asked to work together to draw a picture of the water cycle at the top of a large piece of paper. They use the space below to write the story of what happens to a drop of water, starting in the ocean.

During the peer interactions embedded in this lesson the teacher carefully observes her students. In the first stage, as students work in pairs to answers questions from the video, she notes that most students are engaged in the task, but struggling with vocabulary. She uses this information to focus her instruction when they discuss the questions as a class. She also notes that in some pairs one student has taken over answering questions without discussing these with their partners. She spends a minute with those groups, asking them supporting questions and checking the understanding of the quieter students. In one group, the more passive student responds to some of her questions and a discussion is sparked between the pair. In the other, she requests that the quieter student takes over control of the pen and paper to record their answers. As the students write they begin to ask clarifying questions of each other and they also discuss the vocabulary they are using.

During the second phase, as the students watch and discuss the experiment, the teacher notices some pairs sitting quietly, unsure of what to say. She brings their attention back to their list of answered questions, and prompts them to discuss how the terms on the sheet are being represented in the experiment. Another group has begun speaking in their first language – Mandarin. The teacher checks with them and discovers that one student is explaining the science to the other through their first language. She allows the conversation

to continue, but reminds them to refer back to their sheet so that they can make connections to the English words as well. Another group, although nearly finished, has gone off topic and she moves them into the next phase of the activity.

The final peer interaction phase involves collaboratively drawing and writing. The teacher notes several pairs switching between their first language and English as they figure out how to express the concepts in writing. She also notices pairs debating how to use the words they discussed in the class in their writing. She does not intervene in either case, allowing the students to pool their resources to figure out how to express their understanding in written English. She responds to questions when asked. She reviews the emerging paragraphs and models the use of the scientific vocabulary for the students (e.g., "The sun heats the water and it evaporates. This means that …"). The bell rings as the students are writing their paragraphs. They leave for lunch, and the teacher collects the drafts for the students to work on the following day.

Reflection Question: What were the differences between the two scenes? Why was peer interaction effective in one classroom and not in the other?

Nearly every teacher who has attempted communicative language teaching has a story of peer interaction gone wrong, and most likely has some stories of when peer interaction worked beautifully. Indeed, one of the authors of this book is the teacher from both of the examples described above. In one case, she walked away pleased with the way that interacting with peers had enriched both the content and language learning for students; in the other, she wondered if she would ever bother to attempt peer interaction in her classroom again. Why the difference? How could one teacher's experiences be so different?

Purpose of Communication

Let's consider a few factors. In each case, the teacher was attempting to provide an opportunity for students to learn through communicative collaboration. In both cases, she was working in an ESL context with a class of students from a range of first language backgrounds, but the way she was using peer interaction to teach was quite different. In the first scene, the purpose of the activity was to get students to repeatedly practice using a specific grammatical form. In the second scene, grammar practice was not a major focus of the interaction and instead, at each phase, students were using any language they could to communicate about the content of the lesson. The purpose of the communication was not to practice a specific linguistic form, but to use communication as a vehicle for personalizing

and deepening their understanding of the topic and their ability to discuss it through the medium of English. This is not to say that there was no language focus in Scene 2, but rather than a specific linguistic form, the focus was on a set of vocabulary words integral to the activity. The teacher was able to facilitate the learners' success in the task by helping them integrate the core vocabulary terms into their discussion. In Scene 1, on the other hand, the teacher needed to remind students to use a specific form to express their meanings; a detail that did not necessarily reinforce their understanding of the ideas they were discussing. The language focus of the tasks then shaped the teacher's role in facilitating the task. For the intensive English students (Scene 1), she was trying to push them to select specific grammatical forms in their communication. In the sheltered immersion context (Scene 2), she was trying to help students shape the conversation in ways that helped them express understanding of the topic through the use of core vocabulary terms.

Language Modality

As you read the descriptions of these scenes, you may also have noticed the differences in the use of language modalities. Modalities refers to the different channels that we communicate in. In the first scene, the students communicated fully in an oral channel, only using speaking and listening in their interactions. On the other hand, the students in the second scene spoke, listened, and wrote in the first stage of the activity (when they collaboratively answered questions based on the video they watched about the water cycle). In the third stage, they also engaged in collaborative writing, this time to explain the water cycle in their own words in a short text. Changing modalities to a peer interaction changes the way that students use language; in this case, writing together may have pushed the students to use English in their interaction. Even when they used their first languages, they did so to work out how to explain their ideas in English, enhancing their ability to discuss those ideas in their second language. The writing may have helped them make connections between their first and second languages. In contrast, when the students from the first scene used their first languages, it pulled them out of the activity and diminished their learning opportunities.

Topics

The conversations also differed in terms of the types of topics selected. For the Intensive English students (Scene 1), the topic required them to share personal information with one another. For the sheltered immersion students (Scene 2), the topic aligned with their content-based learning. They were not communicating just to practice language, but also to check their understanding of core scientific concepts. How might this have influenced the way they engaged? While students generally are motivated by personal topics, the sheltered immersion

TABLE 1.1 Differences Between Interactions

Characteristics	Scene 1	Scene 2
Purpose of the activity	Communicate to practice language	Communicate to understand new concepts
Language focus	Specific grammatical form	Content related vocabulary
Teacher role	Facilitating the selection of grammatical forms	Facilitating content learning, integrating core vocabulary into the discussion.
Modality	Purely oral	Oral and written
Use of first language	Distracting from the communicating	Facilitating the communication
Topic	Personal	Academic, related to content learning
Stages of peer work	One stage, at the end of the lesson	Multiple activities at different times in the lesson

students may have been more anxious to continue the conversations to check their understanding of course concepts.

Table 1.1 summarizes some of the important differences between these interactions. The important thing to remember is that there is a range of ways that students can engage in interaction. Most language teachers are familiar with work on communicative language teaching that encourages the use of peer communication in language classrooms, ranging from the Natural Approach (e.g., Krashen & Terrell, 1983), the Interactionist Approach (e.g., Mackey & Gass, 2006) and the Output Hypothesis (Swain, 2005). For nearly forty years, experts on language learning have emphasized the importance of allowing students to use the second language communicatively in the classroom. Decades of research shows that students need opportunities to engage in meaningful second language interaction in order to use and learn a language. For the classroom, this advice is mostly carried out through activities where learners communicate with one another. Yet for teachers, the decision to pair students to speak together in a second language is accompanied by a clear risk of things going very wrong, as seen in Scene 1 above.

What is Peer Interaction?

The simple answer to this question is that peer interaction is a lot of things! Every instance of peer interaction is different, shaped by the participants, the teacher, the learning goals, and the wider educational context. However, there are some

commonalities that define what peer interaction is as well as common factors and considerations that we can take into account when we make decisions about how to design peer interaction opportunities for our students and also how to monitor their progress as they engage with them. In this chapter, we will define what we mean by peer interaction. We will also introduce the myriad of ways that peer interactions are carried out in real classrooms by language teachers and introduce some of the unique features of peer interaction that make it worthwhile for classroom language teaching. We'll also preview the book for you, so you'll know what to expect as your work your way through, both in terms of the content of the book and in terms of the major takeaways that we will revisit throughout the book.

For the purposes of this book, we simply define peer interaction for language learning as any sort of second language communicative activity in which the main participants are the language learners themselves. The difference between a peer interaction and other communicative activities is that in peer interactions, the main work of the activity is done by the learners working together, with only minimal input from the teacher. Whenever students are grouped and given a chance to try to do an activity in the second language without step-by-step guidance from a teacher, they are engaged in peer interaction. This can include cooperative learning activities, collaborative learning activities, peer tutoring, and other forms of peer work in a second language classroom.

Who Are the Peers?

The word "peer" has several definitions. Learners may be peers because they are the same age, have similar levels of skills for the task they are undertaking, have similar proficiency, or simply have been grouped in the same class based on these or other criteria. However, peers can differ in any of these areas as well. Two learners grouped into the same sheltered immersion classroom may not be the same age; two learners grouped into the same foreign language classroom may have quite different levels of language proficiency. For the purpose of this book, we'll consider learners as peers when they are both engaged in learning an additional language in the same classroom setting. So, when we talk about peers, we are talking about learners of a second language, not native speakers of that language they may interact with in content courses nor their language teachers. That is, a peer is another language learner.

Peer interaction has a "collaborative, multi-party, symmetrical participation structure" (Blum-Kulka & Snow, 2004, p. 298). There are three key terms here related to the meaning of a peer: collaborative, multi-party, and symmetrical. What do these tell us about peer interaction?

Peer interaction is:

- Collaborative.
- Multi-party.
- Symmetrical.

- Peer interaction is collaborative. This means that the learners are engaged in a common goal. Peer talk occurs when learners work together to understand each other, to share ideas, to help each other, and to jointly achieve a goal.
- Peer interaction is multi-party, because it's not individual. While peers may spend part of the activity reading silently at their desks, for example, the main part of peer interaction is working together with other learners. This includes pair work with two learners as well as small and even larger group work (for example, carrying out a role-play or a skit with several participants). As we will see in chapter 8, there are advantages and disadvantages for different group sizes that we need to consider when we decide what kind of multi-party experience we want our students to experience in each activity.
- Peer interaction is symmetrical. To understand this, contrast the experience of working with a peer in an interaction to working one-on-one with a teacher or a tutor. When working with a peer, there is a sense of equality. While one peer may share information or offer critique (stepping into teacher roles), this is done informally. Teachers and tutors are formally vested in teaching, so these interactions tend to be hierarchical, with the teacher being the source of knowledge and in many ways holding the power or control within the class relationships. Peer interactions, on the other hand, involve two individuals who are basically equal, and this works to encourage them to pool their resources and help each other.

What Kinds of Interaction?

Peer interactions can occur in a number of ways in the language classroom. We will introduce four main categories here: collaborative, cooperative, peer tutoring, and peer modeling. These are quite fluid terms, for example it's possible for an activity to combine aspects of peer modeling and collaboration. Even so it's quite helpful to start with a sense of the range of possibilities for different types of peer interactions.

Kinds of peer interaction include:

- Cooperative learning.
- Collaborative learning.
- Peer tutoring.
- Peer modeling.

Cooperative learning occurs anytime learners work together to achieve a goal. Activities where different learners have different parts of information, like a jigsaw task, or where different learners have the same information but need to come to a decision on it are examples of collaborative activities. Below is an example of English learners working on a cooperative task.

Example 1:

The learners in this example are university students majoring in technology and business programs at Malaysian universities communicating to complete a cooperative task in an online chat forum. They are role-playing being members of management at a large company with several branches meeting in a virtual meeting to discuss solutions to problems occurring across their branches. Each learner has different information about the problems occurring in the various branches. They need to pool their information to understand the problems and agree on a common solution for each problem. In this part of the activity, the learners are discussing problems with staff using company resources for personal reasons.

MIRA: so the first issue is on using telephone, printer and photocopying machine for personal use. who do you think involve in this issue?

IZZATI: maybe its involve the situation of the workers … they have some pro. blems that's make them using that telephone, printer and so on
(Several Turns)

IZZATI: so, is this a single incident or is there a pattern of behavior?

AYUNI: I think its is pattern of behavior

IZZATI: do you think issue has been repeated? is that frequently occur?

MIRA: I also think it has pattern because the use of papers and ink increases during the end of the year meaning that, the uses double if we were to compared during the first 6 months
(Several Turns)

MIRA: do you have any suggestion how the top management should act toward this issue?

IZZATI: maybe we should see their performance and evaluate that within some period of time or maybe we can record their activities

MIRA: in my opinion, since we have witness and evidence we can meet them personally and hear their reasons first

IZZATI: so that will make us more easily to handle this problem. that's was a good idea too Mira

AYUNI: ya … that is a good idea Mira

IZZATI: mybe we can try to hear their problem first … so that we can identify what that such things happen

AYUNI: we should see them first and advise them
(unpublished data from Adams, Nik, & Kalsom Binti Masrom, 2018)

This task blends elements of information exchange and opinion exchange. When discussing the particulars of the problem (who is involved, how frequent and severe it is), they assemble information that they have individually received to create a group understanding of the issue at hand. When they move to discussing how to solve the issue, they share their different opinions and come to a consensus. In both cases, they need to work together, using their second language to communicate information and individual ideas to complete the task. Cooperative learning tasks can be very effective for language learning, but a lot depends on how the tasks are set up and how the learners engage in them. In some cases, like in the example above, all the learners participate actively, listening to each other and discussing different suggestions. In other cases, some group members take control of the task, excluding other learners, or the group flounders, uncertain of how to approach working together in a language they are still struggling with. Much of the success of cooperative learning activities comes down to how the task is designed and the role the teacher plays in facilitating learning as the activity unfolds. We'll discuss these issues in more detail in chapter 7.

Collaboration activities are often considered to be a type of cooperative learning. Like cooperative activities, collaborative activities require learners to work closely together to achieve a common goal. They are distinguished by the level of investment and mutual effort. In a collaborative task, learners depend on each other and help each other, often to co-create an artefact (an essay, a drawing, a presentation) of their work together. A dictogloss task is a good example of a collaborative task. In a dictogloss, learners listen to and individually take notes on an oral passage. Following the listening, they form pairs or groups and attempt to rewrite the text collaboratively. Because different learners will have understood different aspects of the text better or will have included different details in their notes, working together allows them to be more effective in recreating the text. Collaborative peer interaction is described as "dialogue in which speakers are engaged in problem solving and knowledge building" (Swain, 2000, p. 102). Research from Swain and others has shown how language learning occurs turn by turn in these types of interaction as learners work together to co-construct a text that reflects their understanding of the content through the second language. Collaborative activities are designed so that students need to pool ideas, information, or resources, and in ways that all students in a group have a role to play in completing the task.

Peer-tutoring and peer-modeling differ substantially from cooperative and collaborative learning activities, primarily because they represent a shift from the egalitarian nature of other types of peer learning as described above. If students are engaged in a jigsaw task, for example, the task treats all the learners in the group equally; they each have equal amounts of information to share. While group dynamics may lead to one learner taking over, the activity is based on the premise that learners are equal. When learners engage in peer-tutoring, on the other hand, the task puts one learner in the position of giving instruction or feedback to the

other learner (generally, these roles swap during the peer work). The most common form of peer tutoring is peer review. This is where one learner gives another feedback on an essay, a speech, or some other form of language performance.

Researchers in mainstream classrooms point out that while peer tutors step into teacher roles, they are still quite different to teachers (e.g., Damon & Phelps, 1989). Peer tutors are closer in age and experience than teachers. Even though one peer may speak the second language better, the difference is less than the difference between a teacher and student. More importantly, while a peer may temporarily wear a teacher's hat, this is not a permanent status, so peers provide feedback more as equals. If a peer is giving another learner feedback on an essay, for example, it may be easier for the learner receiving feedback to question the feedback, to start a discussion on the merits of the feedback in comparison to the original text, and to express their own opinion about possible rewrites. When a teacher gives feedback, a learner generally accepts it and tries to apply it; with a peer, the learner is more able to try out different options and to bounce ideas off their partner. Because of this, peer tutoring may help learners learn to keep control of their own writing during the revision process.

It can be beneficial to be on the receiving end of peer tutoring, but it may actually be more helpful to be on the giving end. Researchers including Watanabe and Swain (2007) and Lundstrom and Baker (2009) have found that learners gain from taking on even brief tutoring roles. Being cast in a teaching role can help learners see that they are able to communicate effectively and help others in the second language, building confidence in their own abilities. A peer tutoring experience involving the provision of feedback about a speech, for example, requires the tutor to listen to the speech in their second language, react to it, and also explain their reactions to a peer in the second language. This pushes them to put their reactions into words, to explain their concerns with the language used and ideas expressed, in a way that their partner can understand. This process can help them build metacognitive skills – skills that help them to reflect on and organize their own learning and build independent learning strategies (van Lier, 1996).

Peer modeling allows one learner to demonstrate language skills to another, and can occur in a variety of settings. In a classroom with a range of proficiency levels, more proficient peers can model vocabulary and grammar for other learners. In courses with students from many different language backgrounds, learners from each language group may have different strengths and weaknesses in learning the second language. When they work together, each learner is exposed to a version of interlanguage (learner use of a second language) that is different to their own, widening their experience with language forms and helping them notice new information about grammar or vocabulary. Many foreign language classrooms include heritage language learners – those who have family backgrounds in and exposure to the second language, but who may not have become bilingual themselves. While these learners may share similar global proficiency to other learners in the classroom, their unique experiences with the language in their home life often means