

Indonesian adolescents learning English through peer interaction. Does it work?

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Peer interaction may promote English as a foreign language development, but as Loewen and Sato (2018) have pointed out, there is a gap in studies on interaction: there is a strong need for ecologically valid longitudinal studies and delayed testing to understand the long-term effects of peer interaction. This longitudinal study explores the English language development of adolescent learners in their first two years at a pesantren, a commonly found Indonesian Islamic boarding school in which English learning is promoted especially through extensive peer interaction. Taking a dynamic usage-based perspective, which holds that language development is driven by exposure and use, we investigated where and when we find periods of significant growth in the FL developmental patterns. GAMM analyses showed that in level 1 there is a learning effect at the beginning and end. However, in level 2, there was virtually no learning growth. A detailed analysis of a small number of texts showed that students used a great number of non-target language forms that were entrenched in individuals and conventionalized in the group.

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Reference:

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285–329.