**Susan LIANG Xiaohua**
**University of Hong Kong**
**Hong Kong**

**Investigating peer talk in an English immersion context in mainland China**

:
This study aims to explore the salient features and functions of peer talk in an English immersion context in mainland China This study is informed by sociocultural perspectives. Research findings show that content-based immersion programs offer students opportunities for meaningful interaction and that language developments results from interaction through using the language. The current research question is: what the salient features of peer talk are, and what implications can be drawn for pedagogy.   The setting of this study will be a primary immersion school in Guangdong province in China. Observations will be conducted on the class to be to sampled with peer interactions will be video/audio-taped, field notes will be taken together with interviews as a supplementary instrument to collect the data. Spoken discourse analysis will be employed on the recorded peer talk which will present an emic view of what occurs in children's interaction: the features and functions. The findings will show 1) the role relationship of the peer interaction, 2) the linguistic features, 3) the social cultural values and norms revealed in the peer talk, 4) the strategies students use to cope with the challenges they meet, 5) the role of activities in facilitating the peer talk, and 6) the role of L1 in their interaction. Through the micro-genetic discourse analysis, implications will be drawn and the results will offer insights both to the students in their language learning and to teachers in their language teaching in mainland China.

**Key words**: *peer talk, immersion, interaction, ZPD*