

ROUTLEDGE LINGUISTICS CLASSICS

INPUT, INTERACTION, AND THE SECOND LANGUAGE LEARNER

SUSAN M. GASS



Input Interaction And The Second Language Learner

Joanna Rokita-Jaśkow, Melanie Ellis



Input Interaction And The Second Language Learner:

Input, Interaction, and the Second Language Learner Susan M. Gass, 2013-04-03 This volume provides a definitive view of the relationship between input interaction and second language acquisition. In so doing it should prove useful to those whose major concern is with the acquisition of a second or foreign language as well as for those who are primarily interested in these issues from a pedagogical perspective. The book does not explicate or advocate a particular teaching methodology but does attempt to lay out some of the underpinnings of what is involved in interaction: what it is and what purpose it serves. Research in second language acquisition is concerned with the knowledge that second language learners do and do not acquire and how that knowledge comes about. This book ties these issues together from three perspectives: input interaction, framework, information processing, and learnability. *Input, Interaction, and the Second Language Learner* Susan M. Gass, 2017-10-06

Twenty years after its first publication, Susan M. Gass's *Input Interaction and the Second Language Learner* has become a classical text in the field of second language acquisition (SLA). This new printing includes the original text along with a new preface that comprises individual consultations between the author and Alison Mackey, Rod Ellis, and Mike Long on the importance of the project two decades later. The volume provides an important view of the relationship between input interaction and SLA. In so doing it should prove useful to those whose major concern is with the acquisition of a second or foreign language as well as those who are primarily interested in these issues from a pedagogical perspective. The book does not explicate or advocate a particular teaching methodology but does attempt to lay out some of the underpinnings of what is involved in interaction: what interaction is and what purpose it serves. Research in SLA is concerned with the knowledge that second language learners do and do not acquire and how that knowledge comes about. This book ties these issues together from three perspectives: the input interaction framework, information processing, and learnability. This Routledge Linguistics Classic remains a key text for all SLA scholars and an essential supplementary volume for students on SLA courses.

Second Language Acquisition Susan M. Gass, Larry Selinker, 2001 This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout, and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition, first and second Universal Grammar, and instructed language learning. New sections address issues such as what data analysis doesn't show, replication of research findings, interlanguage transfer, multilingual acquisition, and transfer of the aspect hypothesis. General nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook *Second Language Learning Data Analysis* Second Edition makes an ideal accompaniment to the text. *Input, Interaction and Corrective Feedback in L2 Learning* Alison Mackey, 2013-01-10 A study of the role of language input interaction and corrective feedback in second

language learning and Second Language Acquisition research *Learning a Second Language Through Interaction*, 1999-01-01 This text examines different perspectives on the role that interaction plays in second language acquisition In addition the effects of language aptitude on input processing are considered and the contribution that interaction makes to the acquisition of grammatical knowledge is discussed Interaction, Feedback and Task Research in Second Language Learning Alison Mackey, 2020-08-06 With clear guides and specific examples this book makes methodology accessible to those working within L2 interaction and task research **Making it Happen** Patricia A. Richard-Amato, 1996 Descriptions of actual programs in action give teachers exposure to real situations in real settings **The Routledge Encyclopedia of Second Language Acquisition** Peter Robinson, 2012-08-21 The Routledge Encyclopedia of Second Language Acquisition offers a user friendly authoritative survey of terms and constructs that are important to understanding research in second language acquisition SLA and its applications The Encyclopedia is designed for use as a reference tool by students researchers teachers and professionals with an interest in SLA The Encyclopedia has the following features 252 alphabetized entries written in an accessible style including cross references to other related entries in the Encyclopedia and suggestions for further reading Among these 9 survey entries that cover the foundational areas of SLA in detail Development in SLA Discourse and Pragmatics in SLA Individual Differences in SLA Instructed SLA Language and the Lexicon in SLA Measuring and Researching SLA Psycholinguistics of SLA Social and Sociocultural Approaches to SLA Theoretical Constructs in SLA The rest of the entries cover all the major subdisciplines methodologies and concepts of SLA from Accommodation to the ZISA project Written by an international team of specialists the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA Synthesizing Research on Language Learning and Teaching John Michael Norris, Lourdes Ortega, 2006-01-01 This volume presents the first collection of work on research synthesis in applied linguistics It introduces readers to a cutting edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical subjects John Norris and Lourdes Ortega first elucidate the value and practice of synthesis and they challenge all members of the research community to adopt a synthetic ethic The book then features seven empirical syntheses each modeling rigorous synthetic practice in definitively reviewing the state of knowledge and research quality in important domains Included are five meta analyses on Universal Grammar Task Based Interaction Corrective Feedback Instructed Pragmatics Development and Reading Strategy Training Also included are a qualitative meta synthesis on Effective Teaching for English Language Learners and a historiographical synthesis of Proficiency Assessment practices Rounding out the collection are commentaries by two renowned experts in language learning and teaching research Nick Ellis and Craig Chaudron *Applied Language Learning*, 2009 Replication Research in Applied Linguistics Graeme Keith Porte, 2012-07-05 This edited volume brings together a number of experts who argue in favour of a more central role for replication research in second language acquisition and applied

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Acquisition Susan M. Gass, Carolyn G. Madden, 1985 *Early Instructed Second Language Acquisition* Joanna Rokita-Jaśkow, Melanie Ellis, 2019-01-18 This book provides a holistic overview of what leads to success in foreign language learning at an early age and deepens our understanding of early foreign language learning The studies use an array of methodological approaches to research learners aged between three and ten as well as their parents and teachers in instructional minimal input settings They describe various ways of organising and promoting very early foreign language learning both through language policy and innovative pedagogy and focus on ways of providing input for second language acquisition which include oral classroom discourse strategies as well as learner development of literacy skills Special attention is given to the necessity to develop critical reading skills the ability to handle multimodal texts and attitudes motivations and behaviours and how these may impact on the teaching and learning process Chapters emphasise that ultimate outcomes depend on extra linguistic environmental factors such as parental involvement and teacher competences These include establishing control in the classroom as well as using appropriate strategies for Negotiation of Meaning and helping learners build positive self concept This book will be of interest to all professionals involved in the teaching of foreign languages to young learners as well as to researchers teacher educators and students working in this area **An**

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