

Contents

List of Figures	ix
List of Tables	x
Acknowledgements	xii
Introduction	1
SLA research and L2 pedagogy	1
Second language acquisition 'in action'	3
The structure of the book	5
1 Form, meaning and use	7
1.1 Key questions	7
1.2 Experience	8
1.3 The principle	10
1.3.1 The form, meaning and use dimensions of lexicogrammar	11
1.3.2 Form, meaning and use: learning and teaching implications	15
1.4 The principle in the classroom	20
1.4.1 Stefania teaching the form, meaning and use of 'can'	20
1.4.2 Learning form, meaning and use	21
1.4.3 Practising form, meaning and use	23
1.5 Restructuring and planning	26
1.6 Conclusions	27
1.7 Further reading	28
2 Comprehensible input	29
2.1 Key questions	29
2.2 Experience	29

2.3	The principle	31
2.3.1	The Input Hypothesis	32
2.3.2	Comprehensible input: Learning and teaching implications	34
2.4	The principle in the classroom	40
2.4.1	Stefania trying to make input comprehensible in a speaking task and a listening task	40
2.4.2	Personalization	41
2.4.3	Communication and meaning-getting techniques	42
2.5	Restructuring and planning	44
2.6	Conclusions	47
2.7	Notes	48
2.8	Further reading	48
3	Input processing	51
3.1	Key questions	51
3.2	Experience	52
3.3	The principles	53
3.3.1	The Primacy of Meaning Principle	56
3.3.2	The First Noun Principle	58
3.3.3	Input Processing: Learning and teaching implications	59
3.4	The principles in the classroom	67
3.4.1	Elena dealing with structured input activities	67
3.4.2	Referential structured input activities	68
3.4.3	Affective structured input activities	71
3.5	Restructuring and planning	71
3.6	Conclusions	74
3.7	Notes	75
3.8	Further reading	75
4	Implicit and explicit knowledge	77
4.1	Key questions	77
4.2	Experience	78
4.3	The principle	79

4.3.1	Implicit and explicit knowledge and the interface positions	81
4.3.2	Implicit and explicit knowledge: Learning and teaching implications	91
4.4	The principle in the classroom	101
4.4.1	Developing explicit knowledge through guided induction: Consciousness-raising tasks	102
4.4.2	Developing explicit knowledge through language-related episodes: Alessandro dealing with a dictogloss	105
4.5	Restructuring and planning	110
4.6	Conclusions	114
4.7	Note	115
4.8	Further reading	115
5	Interaction and corrective feedback	117
5.1	Key questions	117
5.2	Experience	118
5.3	The principles	120
5.3.1	The Interaction Hypothesis	120
5.3.2	Interaction: The sociocultural perspective	128
5.3.3	Interaction and corrective feedback: Learning and teaching implications	134
5.4	The principles in the classroom	142
5.4.1	Tim dealing with corrective feedback in a whole class discussion and in a group work task	142
5.4.2	Corrective feedback strategies in teacher–student interaction	143
5.4.3	Scaffolded help to facilitate student–student dialogue	145
5.5	Restructuring and planning	147
5.6	Conclusions	149
5.7	Notes	151
5.8	Further reading	151

6	Output production	153
6.1	Key questions	153
6.2	Experience	154
6.3	The principle	156
6.3.1	The Output Hypothesis	156
6.3.2	Automaticity and fluency in output production	162
6.3.3	The Output Hypothesis: Learning and teaching implications	167
6.4	The principle in the classroom	194
6.4.1	Ilaria dealing with a focused task	194
6.4.2	Pushed output through focused tasks	195
6.4.3	Alessandro dealing with a fluency task	198
6.4.4	Fostering automaticity through increase of speed of output production	199
6.5	Restructuring and planning	201
6.6	Conclusions	203
6.7	Notes	204
6.8	Further reading	205
	References	207
	Author Index	221
	Subject Index	224