

# Cambridge Elements

Elements in Second Language Acquisition

edited by

Alessandro Benati

*The University of Hong Kong*

John W. Schwieter

*Wilfrid Laurier University, Ontario*

## INTERACTION

Jennifer Behney

*Youngstown State University*

Susan Gass

*Southeast University, Nanjing, China  
and Michigan State University*



CAMBRIDGE  
UNIVERSITY PRESS

Cambridge University Press  
978-1-108-79260-8 — Interaction  
Jennifer Behney, Susan Gass  
Frontmatter  
[More Information](#)

---

## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom  
One Liberty Plaza, 20th Floor, New York, NY 10006, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,  
New Delhi – 110025, India  
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9781108792608](http://www.cambridge.org/9781108792608)  
DOI: 10.1017/9781108870627

© Jennifer Behney and Susan Gass 2021

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2021

*A catalogue record for this publication is available from the British Library.*

ISBN 978-1-108-79260-8 Paperback  
ISSN 2517-7974 (online)  
ISSN 2517-7966 (print)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

## Interaction

Elements in Second Language Acquisition

DOI: 10.1017/9781108870627  
First published online: September 2021

---

Jennifer Behney  
*Youngstown State University*

Susan Gass  
*Southeast University, Nanjing, China and Michigan State University*

**Author for correspondence:** Susan Gass, [gass@msu.edu](mailto:gass@msu.edu)

**Abstract:** This Element in the Cambridge Elements in Second Language Acquisition series examines the role of interaction in Second Language Acquisition research, with a focus on the cognitive interactionist approach. The Element describes the major branches of the field, considering the importance of conversational interaction in both the cognitive interactionist framework as well as in sociocultural approaches to second language learning. The authors discuss the key concepts of the framework, including input, negotiation for meaning, corrective feedback, and output. The key readings in the field and the emphases of current and future research are explained. Finally, the authors describe the pedagogical implications that the cognitive interactionist approach has had on the teaching of second languages.

**Keywords:** interaction, input, output, negotiation for meaning, feedback, attention

© Jennifer Behney and Susan Gass 2021

ISBNs: 9781108792608 (PB), 9781108870627 (OC)  
ISSNs: 2517-7974 (online), 2517-7966 (print)

Cambridge University Press  
978-1-108-79260-8 — Interaction  
Jennifer Behney , Susan Gass  
Frontmatter  
[More Information](#)

---

This Element is dedicated to the memories of  
Teresa P. Pica,  
whose early work in interaction influenced our understanding of what  
happens in interactions,  
and  
Michael H. Long,  
a giant in the field of interaction-based research  
whose foundational work brought us to where we are today.

Contents

1	What Are the Key Concepts?	1
2	What Are the Main Branches of Research?	11
3	What Are the Key Readings?	23
4	What Are the Current and Future Research Emphases?	55
5	What Are the Implications for Pedagogy?	66
	References	80