## **Table of contents**



doi https://doi.org/10.1075/aals.16.toc

Pages vii-viii of

**Expanding Individual Difference Research in the** Interaction Approach: Investigating learners, instructors, and other interlocutors

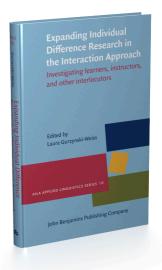
**Edited by Laura Gurzynski-Weiss** 

[AILA Applied Linguistics Series, 16] 2017. xii, 327 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights



## Table of contents

Acknowledgements	IX
List of contributors	XI
Introduction  CHAPTER 1  Expanding individual difference research in the interaction approach: Investigating learners, instructors, and other interlocutors  Laura Gurzynski-Weiss	3
Learners	
CHAPTER 2  Overview of learner individual differences and their mediating effects on the process and outcome of L2 interaction  Mirosław Pawlak	19
CHAPTER 3 The effects of cognitive aptitudes on the process and product of L2 interaction: A synthetic review  Shaofeng Li	41
CHAPTER 4 The role of language analytic ability in the effectiveness of different feedback timing conditions  Diana C. Arroyo and Yucel Yilmaz	71
CHAPTER 5 Gender and recasts: Analysis of males' and females' L2 development following verbal and gesture-enhanced recasts  Kimi Nakatsukasa	99
CHAPTER 6 Interaction and phonetic form in task completion: An examination of interlocutor effects in learner-learner and learner-heritage speaker interaction  Megan Solon	121

Instructors	
CHAPTER 7 Instructor individual characteristics and L2 interaction Laura Gurzynski-Weiss	151
CHAPTER 8 Vietnamese TESOL teachers' cognitions and practices: Developing learner-centered learning  Thi Le Hoang Chu and Rhonda Oliver	173
CHAPTER 9 Investigating the relationship between instructor research training and pronunciation-related instruction and oral corrective feedback <i>Avizia Y. Long</i>	201
CHAPTER 10  Linguistic variation in instructor provision of oral input  Laura Gurzynski-Weiss, Kimberly L. Geeslin, Avizia Y. Long  and Danielle Daidone	225
CHAPTER 11 Teachers' provision of feedback in L2 text-chat: Cognitive, contextual, and affective factors Nicole Ziegler and George Smith	255
CHAPTER 12 Preservice instructors' performance on a language learning task: Altering interlocutor task orientation  Charlene Polio and Susan M. Gass	281
Other interlocutors	
CHAPTER 13 Look who's interacting: A scoping review of research involving non-teacher/non-peer interlocutors  Laura Gurzynski-Weiss and Luke Plonsky	305
Index	325