
Preface

As editors, we are deeply pleased to organize this volume in honor of Dick Schmidt and pay him the unquestionable and long-deserved tribute for his immense and brilliant contributions to the field of applied linguistics throughout the years. In particular, it is our hope that this book will help illuminate and spur on future research into noticing and attention in L2 studies. It is with great satisfaction that we present these 19 chapters to the SLA community.

The nineteen contributions assembled in this volume comprise a compilation of works on noticing, particularly on issues related to attention, awareness, different measurements of noticing, L2 development, L2 learning, language processing, working memory capacity, individual differences, and so forth. Together they expand, fine tune, confirm, challenge, and take Schmidt's seminal research and ideas into exciting future directions.

The book is divided into four parts. Part One—*Situating the Noticing Hypothesis in SLA*—includes four chapters that situate the noticing hypothesis and its contribution to language development and pedagogical issues in SLA. Based on an interview conducted in the summer of 2012 and written by the editors of this volume, Chapter 1 opens up a personal and professional history of Dr. Schmidt, the inquisitive and perceptive mind and man behind the hypothesis. Part One then continues with theoretical chapters on noticing and related issues, which contribute to the discussion of the construct of noticing. In Chapter 2, “Schmidt’s Noticing Hypothesis: More Than Two Decades After,” Leow presents a theoretical and methodological review of the noticing hypothesis. In Chapter 3, “Noticing and L2 Development: Theoretical, Empirical, and Pedagogical Issues,” Izumi illuminates a discussion on different types of noticing and its relationship with SLA processes, and to close this section, in Chapter 4, “Attention, Awareness, and Noticing in Language

Processing and Learning,” Williams provides an update on psychological issues concerning the noticing hypothesis.

Part Two—*Observing and Enhancing Noticing*—consists of seven chapters that propose to observe and to enhance noticing by conducting mostly empirical studies, which use different methods to assess noticing. In Chapter 5, “Recasts, Uptake, and Noticing,” Ellis and Mifka-Profozic examine to what extent uptake following a recast can be evidence of noticing. In Chapter 6, “Is Metalinguistic Stimulated Recall Reactive in Second Language Learning?”, Egi, Adams, and Nuevo use retrospective verbalizations to look into whether metalinguistic stimulated recall may affect learning outcomes. In Chapter 7, “The Effects of L2 Learner Proficiency on Depth of Processing, Levels of Awareness, and Intake,” Calderón supports Schmidt’s hypothesis on the role of awareness and levels of awareness in L2 intake. In Chapter 8, “The Effects of Aural Input Enhancement on L2 Acquisition,” Cho and Reinders explore the effects of aural input enhancement and its types in SLA. In Chapter 9, “Instruction in Support of Noticing: An Empirical Study of EFL in Brazil,” Frota and Bergsleithner investigate whether instruction can support noticing in subsequent input. In Chapter 10, “Investigating the Relationship Among Noticing, Working Memory Capacity, and L2 Oral Performance,” Bergsleithner and Mota examine whether there is a relationship between noticing and working memory capacity and how these two cognitive constructs can relate to L2 oral performance, and, to conclude the second section of this volume, in Chapter 11, “Nurturing Noticing,” Skehan reviews tasks and neatly presents ideas and evidence that, although they are not often acknowledged in SLA work, directly bear on the noticing hypothesis.

Part Three of the book—*Keeping a Close Eye on Noticing*—involves studies on eye-tracking measurement investigations. In Chapter 12, “What Do Eye Movements Tell Us About Awareness? A Triangulation of Eye-Movement Data, Verbal Reports, and Vocabulary Learning Scores,” Godfroid and Schmidtke provide a concise summary of research investigating L2 learners’ attention and awareness, which attempts to improve construct specification and measurement of noticing. In Chapter 13, “Observing Noticing While Reading in L2,” Simard and Foucambert investigate the effect of textual enhancement on noticing, taking some individual differences into consideration linking directly to the noticing hypothesis as currently formulated by Schmidt (2012), and, to finish the third section of this volume, in Chapter 14, “Coming Eye-to-Eye with Noticing,” Spinner, Gass, and Behney look at noticing of morphophonology and syntax in order to understand what exactly learners attend to as they sort out issues of gender agreement.

Last but certainly not least, Part Four of the book—*Beyond Noticing*—entails a different and instigative view of noticing for L2 studies. In Chapter 15, “Implicit and Explicit Knowledge of Form-Meaning Connections: Evidence from Subjective Measures of Awareness,” Rebuschat, Hamrick, Sachs, Riestenberg, and Ziegler replicate two studies and clarify the differences in their results by adding subjective measures of awareness, namely confidence ratings and source attributions. In Chapter 16, “Implicit Second Language Learning and Individual Differences,” Jackson reviews literature on L2 learning in the absence of awareness and explores evidence as regards the roles of cognitive, experiential, and affective differences in language learning. In Chapter 17, “A Cognitive Neuroscientific Approach to Studying the Role of Awareness in L2 Learning,” Loschky and Harrington review some studies about online L2 processing of grammatical violations using ERPs and reveal evidence for both conscious and unconscious processing. In Chapter 18, “The Task at Hand: Noticing as a Mind–Body–World Phenomenon,” Jacknick and Thornbury scrutinize the role that

gesture plays in visual and cognitive attention when co-constructing opportunities for learning, and finally in Chapter 19, “Noticing and Mediation: A Sociocultural Perspective,” Alanen discusses the role of consciousness in SLA and approaches noticing within a sociocultural perspective.

We would not have been able to put together this book without the wonderful contributions from our authors and without the expert help and guidance of the following individuals: Lourdes Ortega, Daniel O. Jackson, Munehiko Miyata, Douglas Margolis, Peter Robinson, Deborah Masterson, James Dean Brown, and, of course, Dick Schmidt. We owe them a debt of gratitude.

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