

## JOINT ATTENTION AND SECOND LANGUAGE ACQUISITION

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Second language acquisition (SLA) requires that the learner develop a comprehensive cognitive system for producing and comprehending utterances in L2—an individual cognitive grammar, while doing so in a necessarily interactive environment—a thoroughly social setting. With extensive work throughout the field on each of these areas, there is comparatively little work that examines the detail of the interplay between cognitive and social contributions to SLA.

This talk lays out an initial “proof of concept” discussion of the central role played by joint attention (historically focused on early cognition, child language acquisition, and autism studies) in integrating the social navigation of shared problem spaces by learner and tutor with concurrent processing of L2 input for the developing L2 interlanguage grammar. We will consider this through a re-thinking of data collected with the Flatland protocol (Tomlin & Douglas, *inter alia*)—a limited, two-dimensional puzzle space aimed at cultivating early second language comprehension skills in nil proficiency learners. We will look at how joint attention guides the learner and tutor through a model of the Flatland problem and robustly constrains how the input is offered by the tutor and operated on by the learner.