

Index

Page numbers in italics refer to figures and tables.

```
Ability Differentiation Hypothesis,
                                          awareness and, 261, 279n1
                                          feedback responses, 239
      275, 277–78
                                          instructed learning, 242-44, 245,
accuracy
                                               248
  cognitive complexity of tasks and,
                                          interactional skills, 238
                                          language acquisition and, 240-44,
  C-unit (communication unit), 74,
                                               245,248
       78n7
                                          learning styles and, 227, 232,
  feedback and, 117-18
                                               233–36, 236
  immersion programs, 142, 144
                                          memory and, 227
  importance of, 287
  skill acquisition and, 189
                                          motivation of learners, 237
                                          negotiations, 239, 249n5
  study abroad programs and, 211
  task-based instruction and, 70–71,
                                          peer and group work, 237-38
       75, 293
                                          practice activity recommendations,
                                               232, 234, 236, 239, 244–48,
  technology-based practice
      activities, 296
                                               245, 246
                                          problem-solving abilities, 230-31
  T-unit (minimal terminable unit),
                                          pronunciation, 241-42, 244
      76, 78n7
                                          self-esteem and, 236-37
Adaptive Control of Thought (ACT)
                                          ultimate attainment, 240-41
      model
  concepts of, 3-4, 32, 60-61, 62,
                                        alertness, 96
       116 - 17
                                        analytical skills
  feedback and, 116-17, 129, 216
                                          development of, 234
                                          immersion programs, 232-33
  immersion program applications,
                                          role in learning, 227, 231
       150 - 55
  phases of, 149-50
                                        Anderson, J. R. See Adaptive Control
  role of practice in, 295
                                               of Thought (ACT) model
                                        anxiety of learners, 172–75
  study abroad programs, 213-14,
      215–16, 217–18, 290–91
                                        aptitude
affective activities, 28
                                          Ability Differentiation Hypothesis,
affective factors, 171-74, 236-37
                                               275, 277–78
age of learners
                                          aptitude complexes, 256–57,
  Ability Differentiation Hypothesis,
                                          Aptitude Complex Hypothesis,
       277 - 78
                                               274–77, 275, 280n2
  affective factors, 236–37
                                          concept of, 256-57
  aptitude and, 231-32
```



314 Index

aptitude (cont.) implicit learning, aptitude, and, 261–63, 262, 263 for form-focused instruction, 263–65, 265, 269, 278 levels of, 24, 40-41, 44n4, 96 learning conditions and, 261–63, research on, 24-27, 44n5 262, 263, 269, 278 role in learning, 21, 40, 44n4, 96 measurement of, 257, 269-70, role in processing instruction, 271 - 7239–40 role in receptive practice, 39-41, 43 practice activities to support, 272-73, 297 role in structured input activities, processing stage model, 270, 40 270 - 73relevance of, 257-59 Barcelona Age Factor project, 243-44 behavioral routines, 3 role in learning, 227, 231–33 behaviorist psychology, 113-14 situation specificity of, 256 for task-based instruction, 267-68, 268, 269, 278 capacity theories, 27 validity of tests for, 272 Chomsky, N., 7 Articulator, 54, 55, 56, 61, 62 chunk use, 232, 234, 247, 270, 293 clarification requests, 115, 129, 131 associative phase, 149 attention/attentional strand cognitive comparison, 57, 59 awareness, role of, 39 cognitive complexity of tasks accuracy and, 184 components of, 96 automatization/automaticity and, 4 definition of, 19 immersion programs, 150-51 input practice and, 41 interaction and, 95-97 output practice and, 41 practice effect and, 4 measurement of, 23 research on, 24-27, 36, 44n5 processing instruction and, 41–42 role in learning, 21, 22, 44n4, 96 receptive practice and, 41-42 skill acquisition and, 41, 184, role in processing instruction, 28 189–90 role in receptive practice, 38–39, task-based instruction, 74, 266, 266–68, 268, 279, 293 attitudinal motivation theory, 171–74 cognitive development, 230-31, 232 automatization/automaticity complexity of tasks and, 4 cognitive-interactionist theories, 180 concept of, 3-4, 116, 117, 149 cognitive phase, 149. See also feedback and, 117 awareness immersion programs, 147–48, 149 cognitive processes implicit knowledge vs., 4, 288 controlled processing, 147, 148, language production model and, 55 output practice and, 52, 55, 62 immersion programs, 146 for language production, 52 processing stage model, 270 research on, 10, 33-34 language production model, 53–56, 54, 61, 62 role of practice in, 33-34, 288, 292 study abroad programs, 213-14, Output Hypothesis (Swain), 56–60, 215–16, 217–18 61, 62, 66, 86 processing stage model (Skehan), task-based instruction, 73–74, 298-99 270, 270–73 See also Adaptive Control of Autopractan, 33-34 Thought (ACT) model; awareness immersion programs, 150-51 automatization/automaticity



cognitive theory for immersion programs, 147–48 communication tasks. See task-based instruction communicative drills, 11 competence, 7, 19, 75 competition model (MacWhinney), 116 complexity of tasks. See cognitive complexity of tasks comprehension practice good practice, 294–96 output practice and, 63–64, 216 production practice vs., 33–34, 294–95 computer-based technology, 196–98, 296 Conceptualizer, 53, 54, 56, 61, 62 concrete operations, 230 connectionist models, 116, 129 contrastive analysis hypothesis (Lado), 85 controlled processing, 147, 148, 259 critical period hypothesis, 243 C-unit (communication unit), 74, 78n7 curriculum design applied linguistics issues, 299–300 cognitive psychology, 299–300 form-focused instruction, 166–69, 167 goals for learners and, 164–66 rule-based language, 293–94, 300	deep semantic processing, 275, 276 definition of practice in applied linguistics, 6–8, 21 broad definition of, 2 cognitive psychology, 2 educational psychology, 5–6 L2 practice, 259 meaningful practice, 183–85 output practice, 52 PPP model, 52–53 receptive practice, 21–22 deliberate practice, 5 demands on learners, 229–30, 248n1 detection, 96 dictogloss tasks, 65–66, 146, 151 direct metalinguistic information, 58 disembedded thinking, 230 drills communicative drills, 11 effectiveness of, 163 focus of, 12 limitations of, 11 meaningful drills, 11 mechanical drills, 10–11, 51, 219, 221n2 types of, 10–11 drop-out reasons, 164–65 dyslexia, 277–78 educational psychology, 5–6 Ellis, R., 6–7 errors
task-based instruction, 166–69, 167, 182, 183, 299	error correction awareness of, 122–23 definition of, 112
declarative knowledge definition of, 149 feedback and, 117 immersion program instruction, 150–51 procedural knowledge, transfer of skills, and, 6, 7, 9, 116, 117, 149, 215–16 skill acquisition and, 3, 33–34, 116–17, 288, 289 study abroad programs, 215–16 See also automatization/ automaticity	importance of, 113, 124, 297 role in language acquisition, 189 evidence definition of, 112 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 129 positive evidence, 112, 115, 120 eXperanto, 32



316 Index

role in learning, 114, 119–20 explicit learning age of learners and, 233 peer feedback, 188 positive feedback, 112, 114, 145 automatization of, 33–34 awareness and, 279n1 processing instruction and, 118–19 explicit learning condition, 40 recasts (see recasts) implicit learning vs., 31–33, research on, 9-10, 111, 113, 260-61, 288, 289 120 - 21receptive practice and, 24-27, 35, descriptive studies, 120, 121–24 37–38, 42–43 developmental studies, 120, task-based instruction, 75 124–28 exposure, 44n1 research recommendations, 300 external feedback, 58 role in learning, 113-20, 216 skill acquisition theory and, 116–17, 216 feedback accuracy and, 117-18 study abroad programs, 214, 216 age of learners and, 239 task familiarity and, 101 awareness of, 122-23 terminology, 111-13 characteristics of, 119-20, 123 timing of, 4-5, 20, 130 value of, 114 clarification requests, 115, 129, 131 filter theories, 27 definition of, 112, 121 fluency and proficiency effectiveness of, 123–24, 127–28, immersion programs and, 142, 129, 130–31, 167, 296–97 148, 149 error correction importance of, 287 awareness of, 122-23 lexicalizing, 270, 270, 272 definition of, 112 negotiations and, 194-95 importance of, 113, 124, 297 output practice and, 52, 55, 60-61 external feedback, 58 peer and group work, 194-95 study abroad programs and, 55, 209–10, 211, 215, 219–20 in immersion programs, 144-45, 148, 152–53, 154–55 implicit feedback, 114-15, 145 task-based instruction and, 70, 71, 72–73, 266–68, 268, 293 implicit negative feedback, 125-26, 127 - 28focus on form. See form-focused incorporation of, 95 instruction individual differences in learning foreign language instruction and, 128 accuracy, 189 during interaction, 87, 88, 91–92 L1 use during, 190–91 modified output from, 91–95, learners as input and output 121-22, 129, 131 sources, 187-88 negative feedback meaningful practice, 186-87, 198-99 accuracy and, 117-18 age of learners and, 239 negotiations during, 192–95 awareness of, 122-23 second language vs., 180-81, characteristics of, 119-20, 123 199n1 definition of, 112, 121 task design, 191-92 effectiveness of, 123-24, 129 technology-based strategies, 195-98 implicit negative feedback, formal debriefing, 68 125–26, 127–28 formal operational thinkers, 230 modified output from, 91–93, 121 - 22form-focused instruction



Index 317

aptitude for, 263-65, 265, 269, declarative knowledge, 150-51 effectiveness of, 141-43 curriculum design, 166-69, 167 feedback in, 144-45, 148, 152-53, definition of, 77n6, 183 154-55 effectiveness of, 163 fluency in, 142, 148, 149 examples of, 264 form-focused instruction in, in immersion programs, 145–46, 145–46, 148–49, 152, 153–55 148–49, 152, 153–55 limitations of, 141, 143 meaningful practice from, 183-84 memory vs. analytical abilities, popularity of, 19 232–33 research on, 121 metalinguistic information, 146 procedural knowledge, 151-52 task-based instruction and, 75, 259 - 60research on, 56 through guided summarizing, task-based instruction, 146 66-67 teaching methodologies, 143-45 theoretical foundation of, 146-47 form-meaning connections form-function mapping, 184 implicit feedback, 114–15, 145 importance of, 10, 294 implicit learning meaningful drills and, 11 age of learners and, 233 negative feedback and, 117-18 aptitude, awareness, and, 261-63, processing instruction, 20 262, 263 automatization vs., 4, 288 formulaic language, 287-88 Formulator, 53–55, 54, 56, 61, 62 declarative knowledge and transfer of skills, 7 frequency, role of, 87-88 functionalist theories, 180, 217-18 definition of, 249n2 fundamental difference hypothesis, explicit learning, interface with, 31 - 33explicit learning vs., 260-61, 288, generativist model, 113–14, 129 implicit learning condition, 40 grammar accuracy of, 142, 144 instructed learning and, 243 instruction in immersion programs, practice, importance of, 170 145, 150-51 implicit negative feedback, 125-26 grammatical encoding, 53-56, 54, 59, incidental learning, 262, 263, 269–70 indirect metalinguistic information, 61, 62 grammatical sensitivity, 261–62, 262, 265, 265, 270 individual differences in learning group work. See peer and group work feedback and, 128 guided summarizing, 66–67 interaction-driven learning and, 97-99 holistic mode, 231-32 sources of differences, 97 hypothesis formulation and testing, working memory, 97–99 57-58, 59 See also age of learners; aptitude information-gap tasks, 75 immersion programs input, comprehensible, 85–86, 87, 88, Adaptive Control of Thought 118–19, 216

(ACT) model, 150-55

automatization/automaticity,

147-48, 149

cognitive theory, 147–48

input enhancement, 68, 264

Input Hypothesis (Krashen), 51,

input flooding, 264

85-86



to a contract of	
input practice	recasts (see recasts)
complexity of tasks and, 41	role in learning, 87–89, 90–91,
definition of, 21	216
output practice vs., 63–64	study abroad programs, 212–15
output practice with, 66	task-based instruction and,
role in skill acquisition, 7, 9, 20,	100–101
34–35, 229	interaction enhancement, 68, 125–26
structured input activities, 28	Interaction Hypothesis, 86, 100, 180
See also attention/attentional	
strand; processing instruction	jigsaw puzzle tasks, 25, 26, 44n5,
input-processing instruction, 264	146, 151
instructed learning	
age of learners and, 242–44, 245, 248	Krashen, S., 51, 85–86
classroom dialects, 187	language acquisition
drop-out reasons, 164-65	accuracy and, 189
goals for learners, 164	age of learners and, 240-45, 245,
L1 use during, 190–91	248
learning environment, 174–75,	awareness, role of, 40
175, 186–87	complexity of tasks and, 41, 184,
motivation of learners, 164,	189–90
171–73	errors, role of, 189
natural learning vs., 161-64, 240,	goals for, 287
243	implicit learning and, 233
self-confidence of learners, 172–75	input practice role in, 7, 9, 20,
Task-Form-Task cycles, 166-67,	34–35
167, 168–69	output practice role in, 7, 19,
teaching methodologies, 9, 257-58	51–52
See also curriculum design; foreign	practice effect on, 3–4, 169–71,
language instruction	259–60, 292–93
intelligence, 267–68, 268, 277	research on, 31–35, 36
interaction	study abroad programs (see study
age of learners and, 238	abroad programs)
attention and, 95–97	Language Aptitude Battery for the
benefits of, 20	Japanese (LABJ), 264–65, 265,
effectiveness of, 88, 101, 180,	268, 269, 270
214–15	language-based learning disabilities,
feedback during, 87, 88, 91–92	277–78
individual differences in learning	language domain levels, 182, 182
and, 97–99	language production model (Levelt),
input, comprehensible, 85–86, 87,	53–56, 54, 61, 62
88	learners
negotiation for meaning, 68–69,	age of (see age of learners)
89–90, 92	analytical skills, 227, 231
noticing and, 95–97	aptitude for learning (<i>see</i> aptitude)
output, modified, 87, 92–95	characteristics of, 230–39
output practice through, 67–69	cognitive development, 230–31,
patterns of interaction, 195	232
peer and group work, 182–83	demands and support for, 229–30,
processes for, 87–89, 101–2	248n1
Processes 101, 07 07, 101 2	210111



motivation of (<i>see</i> motivation of learners) self-confidence of, 172–75	children's language learning, 231–32, 234 cognitive development, 230–31
self-consciousness of, 236	for contingent speech, 274, 275,
self-esteem of, 236–37	276, 277, 280n2
learning conditions, 260–63, 262,	for contingent text, 275, 276
263, 269, 278	immersion programs, 232–33
learning disabilities, 277–78	processing stage model, 270
learning environment, 174–75, 175, 186–87	recast learning, 264–65, 265 See also working memory
learning styles	metalinguistic information, 58, 120,
age of learners and, 227, 232,	125, 146
233–36, 236	metalinguistic rule rehearsal, 275, 277
children, 231–32, 234	MLAT (Modern Language Aptitude
practice activities, 227, 236	Test), 257, 269, 270
vocabulary learning, 234	MMC (mechanical, meaningful, and
lemmas, 53–55, 54	communicative) model, 10–11
Leow, R. P., 25–26	Modern Language Aptitude Test
Levelt, W. J. M. See language	(MLAT), 257, 269, 270
production model (Levelt)	Monitor Model, 147
lexicalizing, 270, 270, 272	motivation of learners
Libra cards, 26, 44n5	age-specific differences, 237
listening activities, 245–47, 246	meaningful practice and, 184–85
listening skills, 210–11, 244, 287	skill acquisition and, 164, 171–74
MacWhinner D. 116	study abroad programs, 215
MacWhinney, B., 116	Natural Approach 51
meaning-focused debriefing, 68	Natural Approach, 51
meaning-focused debriefing, 68 meaningful drills, 11	natural learning, 161-64, 240, 243
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice	natural learning, 161–64, 240, 243 negative evidence
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96	natural learning, 161–64, 240, 243 negative evidence definition of, 112
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction,	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119,
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction,	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and,	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies,	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and communicative (MMC) model,	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129 implicit negative feedback, 125–26,
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and communicative (MMC) model, 10–11	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129 implicit negative feedback, 125–26, 127–28 modified output from, 91–93, 121–22
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and communicative (MMC) model, 10–11 mechanical drills abandonment of, 51 definition of, 10–11	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129 implicit negative feedback, 125–26, 127–28 modified output from, 91–93, 121–22 role in learning, 114, 119–20
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and communicative (MMC) model, 10–11 mechanical drills abandonment of, 51	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129 implicit negative feedback, 125–26, 127–28 modified output from, 91–93, 121–22 role in learning, 114, 119–20 negotiations
meaning-focused debriefing, 68 meaningful drills, 11 meaningful practice activities for, 292–96 comprehension practice, 294–96 definition of, 183–85 design options, 181–82, 182 foreign language instruction, 186–87, 198–99 motivation of learners and, 184–85 production practice, 294–96 task-essential practice, 185–86 technology-based strategies, 195–98, 296 mechanical, meaningful, and communicative (MMC) model, 10–11 mechanical drills abandonment of, 51 definition of, 10–11	natural learning, 161–64, 240, 243 negative evidence definition of, 112 implicit feedback as, 115 importance of, 123 relevance of, 113, 114–15 role in learning, 115–16, 119, 124–25, 129 negative feedback accuracy and, 117–18 age of learners and, 239 awareness of, 122–23 characteristics of, 119–20, 123 definition of, 112, 121 effectiveness of, 123–24, 129 implicit negative feedback, 125–26, 127–28 modified output from, 91–93, 121–22 role in learning, 114, 119–20



negotiations (cont.) in FL classrooms, 192–95 in immersion programs, 143–44,
in immersion programs, 143–44, 152–53 during peer and group work, 193–95 proficiency levels and, 194–95 role in learning, 90 through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94
during peer and group work, 193–95 proficiency levels and, 194–95 role in learning, 90 through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 through text reconstruction, 65–67 recasts, 274, 275, 276, 277, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94
during peer and group work, 193–95 proficiency levels and, 194–95 role in learning, 90 through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 functions of, 20 guided summarizing, 66–67 input practice vs., 63–64 interaction, 67–69 language production model, 53–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 63–64 interaction, 67–69 language production model, 53–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction (see task-based instruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 see also study abroad programs sleption on the production model, 33–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction (see atural learning, 161–62 practice activities, 171–74, 186 Ta
proficiency levels and, 194–95 role in learning, 90 through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94
input practice vs., 63–64 interaction, 67–69 language production model, 53–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 roticing hypothesis (Schmidt), 24
role in learning, 90 through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 coffline data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 interaction, 67–69 language production model, 53–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs delacts, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
through interaction, 68–69, 89–90, 92 noticing aptitude for, 270, 270, 271 competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 language production model, 53–56 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations doution, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95
production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–97 See also study abroad programs orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 production practice and, 63–65 research on, 61, 77 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 coffline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 role in skill acquisition, 7, 19, 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
competence improvement, 216 interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 51–52, 229 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
interaction and, 95–97 noticing the gap, 56–57, 59, 274, 275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 task-based instruction (see task-based instruction) technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–97 See also study abroad programs also sinput and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
noticing the gap, 56–57, 59, 274,
275, 276, 277, 280n2 noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278, 280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, noticing hypothesis (Schmidt), 24 recasts, 274, 275, 276, 277, 278, outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, noticing hypothesis (Schmidt), 24 recasts, 274, 275, 276, 277, 278, outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–98 text reconstruction, 65–67 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 196–97 See also study abroad programs lassroom dialects, 187 grouping strategies, 195, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
noticing the hole, 56–57 recasts, 274, 275, 276, 277, 278,
recasts, 274, 275, 276, 277, 278,
280n2 through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 outside-the-classroom activities natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
through text reconstruction, 65–66 noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 natural learning, 161–62 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
noticing hypothesis (Schmidt), 24 offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 practice activities, 171–74, 186 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 Task-Form-Task cycles, 169 technology-based strategies, 195, 196–97 See also study abroad programs age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
offline data measures, 23, 39 O'Neill, M., 24–25, 26 online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 technology-based strategies, 195, 196–97 See also study abroad programs age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
O'Neill, M., 24–25, 26 online/concurrent data measures, 23,
online/concurrent data measures, 23, 39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 See also study abroad programs age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
39, 44n2, 45n9 orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
orientation, 96 output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 peer and group work age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
output comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 216 age-specific differences, 237–38 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
comprehensible output, 216 development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 classroom dialects, 187 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
development of, 64 immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 grouping strategies, 194–95 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
immersion programs, 141–43, 148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 as input and output sources, 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
148 modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 members, 194–95 unmodified output, 94 187–88 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
modified during interaction, 87, 92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 interactive practice, 182–83 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
92–95 modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 negotiations during, 193–95 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
modified from feedback, 91–95, 121–22, 129, 131 practice effect on, 7 unmodified output, 94 peer feedback, 188 proficiency levels of group members, 194–95 self-corrections, 188
practice effect on, 7 proficiency levels of group members, 194–95 unmodified output, 94 self-corrections, 188
practice effect on, 7 members, 194–95 unmodified output, 94 self-corrections, 188
unmodified output, 94 self-corrections, 188
phonetic sensitivity, 201 03, 203,
See also writing skills 271
output, comprehensible, 63–64, 216 phonetic systems, 242, 244
Output Hypothesis (Swain), 56–60, phonological encoding, 54, 55, 61,
61, 62, 66, 86
output practice phonological short-term memory, 98
automatization and, 52, 55, 62 Pimsleur's Language Aptitude Battery
benefits of, 9 (PLAB), 257, 269
complexity of tasks and, 41 positive evidence, 112, 115, 120
comprehension practice and, positive feedback, 112, 114, 145
63–64, 216 poverty of the stimulus arguments,
definition of, 52



power law of practice, 3–4, 64–65, 77n5 PPP (presentation, practice, and production) model, 11, 51, 149–50 practice applications of, 289–97 institutional contexts, 139–40 reaction to concept of, 1 usefulness of, 12 See also definition of practice; input practice; meaningful practice; output practice; output practice	feedback and, 117 immersion program instruction, 151–52 processing stage model, 270 research recommendations, 298 skill acquisition and, 3, 33–34, 288, 290–92 study abroad programs, 213–14, 215–16, 290–91 processing instruction awareness, role of, 39–40 benefits of, 29, 63–64, 216 characteristics of, 28
output practice practice activities age-specific activities, 232, 234, 236, 239, 244–48, 245, 246 cognitive development and, 230–31, 232 demands and support balance, 229–30, 248n1 drills (see drills) goals for, 287–88, 289 good practice, 294–97 L1 use during, 190–91 learning methods and, 227	characteristics of, 28 complexity of tasks and, 41–42 contradictory research on, 298 definition of, 20 feedback and, 118–19 goal of, 27–28 L1 use during, 190 research on, 27–31, 34–35, 36 role of attention in, 28 role of practice in, 295 theoretical foundation of, 27 processing stage model (Skehan), 270, 270–73
multiple repetition, 11–12 study abroad programs, 212–15 to support aptitude deficiencies, 272–73, 297 teaching methodologies and, 9 technology-based strategies, 195–98, 296 practice effect benefits of deliberate practice, 5	production practice age of learners and, 238 benefits of, 294 comprehension practice vs., 33–34, 294–95 good practice, 294–96 output practice and, 63–65 receptive practice vs., 34–35, 166 role in learning, 293–94
on competence, 7 complexity of tasks and, 4 on performance, 7 on skill acquisition, 169–71, 259–60, 292–93 skill-specificity issue, 8–9 transfer between tasks, 3–4	production rules, 3, 149, 291–92 proficiency. <i>See</i> fluency and proficiency pronunciation, 241–42, 244 pyramid model, 171 readiness, 257
presentation, practice, and production (PPP) model, 11, 51, 149–50 problem-solving abilities, 230–31 procedural knowledge / proceduralization automatization, 3–4, 33–34 declarative knowledge, transfer of skills, and, 6, 7, 9, 116, 117, 149, 215–16	reading activities, 246, 247 reading skills, 211, 287 recasts definition of, 92 effectiveness of, 115, 167, 219, 264–65, 265 focused recasts, 126 in immersion programs, 152, 153



recasts (cont.)	speaking skills, 287
learning from, 92, 119–20, 126, 274, 275, 276, 277, 278,	stimulated recall protocol, 91, 219, 273
280n2	structured input activities, 28, 29, 40
modified output from, 121-22	study abroad programs
research recommendations,	accuracy and, 211
298	assessment of gains during, 212
receptive practice	automatization, 213-14, 215-16,
amount and frequency of, 42	217–18
attention, role of, 38–39, 43	feedback, 214
awareness, role of, 39-41, 43	fluency and, 55, 209-10, 211, 215,
complexity of tasks and, 41-42	219–20
definition of, 21–22	improvement recommendations,
explicit instruction and, 24–27, 35,	217–19, 220
37–38, 42–43	limitations of, 208, 215–17
goal of, 22	listening skills, 210–11
productive practice vs., 34–35, 166	multiple-skill assessments, 208–9
research on, 23, 32, 43	practice opportunities during,
referential activities, 28	212–15
research about practice	pre-departure preparations, 217–18
applied linguistics issues, 8–12,	reading skills, 211
299–301	research recommendations, 220–21
availability of, 8, 12–13	return from, 219, 221n2
cognitive psychology, 2, 299–300	skill acquisition theory, 213–14,
research recommendations,	215–16, 217–18, 290–91
298–301	skill acquisition with, 208–12
Robinson, P., 274–77, 275	speaking skills, 209–10, 211
Rosa, E., 24–27	transfer of skills and, 9
rule-based language	writing skills, 211
chunk use vs., 293	support for learners, 229-30, 248n1
curriculum design, 293-94, 300	Swain, M. See Output Hypothesis
formula use vs., 287–88	(Swain)
metalinguistic rule rehearsal, 275,	syntactic processing, 58–59
277	5, f
production rules, 3, 149, 291–92	task-based instruction
transfer of skills and, 290–92	accuracy and, 70-71, 75, 293
,	aptitude for, 267-68, 268, 269,
second language vs. foreign language,	278
180–81, 199n1	automatization, 73-74, 298-99
self-confidence of learners, 172–75	benefits of, 69-70, 74-75
self-consciousness, 236	cognitive complexity of tasks, 74,
self-corrections, 188, 215	266, 266–68, 268, 279, 293
self-esteem, 236–37	competence and, 75
Skehan, P. See processing stage model	curriculum design, 166–69, 167,
(Skehan)	182, 183, 299
skill acquisition. See Adaptive	explicit instruction, 75
Control of Thought (ACT)	fluency and, 70, 71, 72–73,
model; language acquisition	266–68, 268, 293
skill-specificity issue, 8–9	form-focused instruction and, 75,
speaking activities, 246, 247	259–60



Index 323

immersion programs, 146 information-gap tasks, 75 interaction and, 100-101 level of participation in, 101 output practice, 69–76 receptive practice (see receptive practice) research on, 75–76 task-essential practice, 24, 28, 37–38, 40, 185–86, 199n2 task familiarity, 100-101 task participation, 266, 266 task planning and design, 70-72, 100, 101, 191–92, 199n3, 266-67, 298-99 task repetition, 72-73, 100, 170-71, 273 validity of measures for, 75-76 task-essential practice, 24, 28, 37-38, 40, 185-86, 199n2 Task-Form-Task cycles, 166–67, 167, 168-69 task performance, phases of, 71-72 teaching methodologies, 9, 143-45, 257-58 technology-based strategies, 195-98, 296 text reconstruction, 65-67 think-aloud protocols, 39, 45n9

contextual vs. abstract knowledge and, 6 declarative knowledge and, 6, 7, 9, 149, 215-16 from one context to another, 9, 291 practice effect on, 3-4 procedural knowledge and, 6, 7, 9, 116, 117, 149, 215–16 T-unit (minimal terminable unit), 76, 78n7 ultimate attainment, 240–41 universal grammar, 114, 115, 129 uptake, 94–95, 122, 293 VanPatten, B., 7 verbal working memory, 99 vocabulary learning, 234 working memory capacity and limitations, 97-99 processing stage model, 270 role in learning, 227, 262 task-based instruction, 267-68, 268 writing activities, 246, 247–48 writing skills

effects of feedback on, 124

study abroad programs, 211

practice, 67, 182

proficiency needs, 287

transfer of skills