

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)

# Index

Page numbers in *italics* refer to figures and tables.

- Ability Differentiation Hypothesis, 275, 277–78
- accuracy
  - cognitive complexity of tasks and, 184
  - C-unit (communication unit), 74, 78n7
  - feedback and, 117–18
  - immersion programs, 142, 144
  - importance of, 287
  - skill acquisition and, 189
  - study abroad programs and, 211
  - task-based instruction and, 70–71, 75, 293
  - technology-based practice activities, 296
  - T-unit (minimal terminable unit), 76, 78n7
- Adaptive Control of Thought (ACT) model
  - concepts of, 3–4, 32, 60–61, 62, 116–17
  - feedback and, 116–17, 129, 216
  - immersion program applications, 150–55
  - phases of, 149–50
  - role of practice in, 295
  - study abroad programs, 213–14, 215–16, 217–18, 290–91
- affective activities, 28
- affective factors, 171–74, 236–37
- age of learners
  - Ability Differentiation Hypothesis, 277–78
  - affective factors, 236–37
  - aptitude and, 231–32
  - awareness and, 261, 279n1
  - feedback responses, 239
  - instructed learning, 242–44, 245, 248
  - interactional skills, 238
  - language acquisition and, 240–44, 245, 248
  - learning styles and, 227, 232, 233–36, 236
  - memory and, 227
  - motivation of learners, 237
  - negotiations, 239, 249n5
  - peer and group work, 237–38
  - practice activity recommendations, 232, 234, 236, 239, 244–48, 245, 246
  - problem-solving abilities, 230–31
  - pronunciation, 241–42, 244
  - self-esteem and, 236–37
  - ultimate attainment, 240–41
- alertness, 96
- analytical skills
  - development of, 234
  - immersion programs, 232–33
  - role in learning, 227, 231
- Anderson, J. R. *See* Adaptive Control of Thought (ACT) model
- anxiety of learners, 172–75
- aptitude
  - Ability Differentiation Hypothesis, 275, 277–78
  - aptitude complexes, 256–57, 279
  - Aptitude Complex Hypothesis, 274–77, 275, 280n2
  - concept of, 256–57

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)314 *Index*

- aptitude (*cont.*)
  - for form-focused instruction, 263–65, 265, 269, 278
  - learning conditions and, 261–63, 262, 263, 269, 278
  - measurement of, 257, 269–70, 271–72
  - practice activities to support, 272–73, 297
  - processing stage model, 270, 270–73
  - relevance of, 257–59
  - role in learning, 227, 231–33
  - situation specificity of, 256
  - for task-based instruction, 267–68, 268, 269, 278
  - validity of tests for, 272
- Articulator, 54, 55, 56, 61, 62
- associative phase, 149
- attention/attentional strand
  - awareness, role of, 39
  - components of, 96
  - definition of, 19
  - immersion programs, 150–51
  - interaction and, 95–97
  - measurement of, 23
  - research on, 24–27, 36, 44n5
  - role in learning, 21, 22, 44n4, 96
  - role in processing instruction, 28
  - role in receptive practice, 38–39, 43
- attitudinal motivation theory, 171–74
- automatization/automaticity
  - complexity of tasks and, 4
  - concept of, 3–4, 116, 117, 149
  - feedback and, 117
  - immersion programs, 147–48, 149
  - implicit knowledge vs., 4, 288
  - language production model and, 55
  - output practice and, 52, 55, 62
  - processing stage model, 270
  - research on, 10, 33–34
  - role of practice in, 33–34, 288, 292
  - study abroad programs, 213–14, 215–16, 217–18
  - task-based instruction, 73–74, 298–99
- Autopractan, 33–34
- awareness
  - immersion programs, 150–51
  - implicit learning, aptitude, and, 261–63, 262, 263
  - levels of, 24, 40–41, 44n4, 96
  - research on, 24–27, 44n5
  - role in learning, 21, 40, 44n4, 96
  - role in processing instruction, 39–40
  - role in receptive practice, 39–41, 43
  - role in structured input activities, 40
- Barcelona Age Factor project, 243–44
- behavioral routines, 3
- behaviorist psychology, 113–14
- capacity theories, 27
- Chomsky, N., 7
- chunk use, 232, 234, 247, 270, 293
- clarification requests, 115, 129, 131
- cognitive comparison, 57, 59
- cognitive complexity of tasks
  - accuracy and, 184
  - automatization/automaticity and, 4
  - input practice and, 41
  - output practice and, 41
  - practice effect and, 4
  - processing instruction and, 41–42
  - receptive practice and, 41–42
  - skill acquisition and, 41, 184, 189–90
  - task-based instruction, 74, 266, 266–68, 268, 279, 293
- cognitive development, 230–31, 232
- cognitive-interactionist theories, 180
- cognitive phase, 149. *See also* awareness
- cognitive processes
  - controlled processing, 147, 148, 259
  - immersion programs, 146
  - for language production, 52
  - language production model, 53–56, 54, 61, 62
  - Output Hypothesis (Swain), 56–60, 61, 62, 66, 86
  - processing stage model (Skehan), 270, 270–73
- See also* Adaptive Control of Thought (ACT) model; automatization/automaticity

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)

Index 315

- 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
  - task-based instruction, 166–69, 167, 182, 183, 299
- 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
- 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
  - error correction
    - awareness of, 122–23
    - definition of, 112
    - 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, 113, 114–15
    - role in learning, 115–16, 119, 129
  - positive evidence, 112, 115, 120
- eXperanto, 32

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)316 *Index*

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

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)

Index 317

- aptitude for, 263–65, 265, 269, 278
- curriculum design, 166–69, 167
- definition of, 77n6, 183
- effectiveness of, 163
- examples of, 264
- in immersion programs, 145–46, 148–49, 152, 153–55
- meaningful practice from, 183–84
- popularity of, 19
- research on, 121
- task-based instruction and, 75, 259–60
- through guided summarizing, 66–67
- form-meaning connections
  - form-function mapping, 184
  - importance of, 10, 294
  - meaningful drills and, 11
  - negative feedback and, 117–18
  - processing instruction, 20
- formulaic language, 287–88
- Formulator, 53–55, 54, 56, 61, 62
- frequency, role of, 87–88
- functionalist theories, 180, 217–18
- fundamental difference hypothesis, 243
- generativist model, 113–14, 129
- grammar
  - accuracy of, 142, 144
  - instruction in immersion programs, 145, 150–51
- grammatical encoding, 53–56, 54, 59, 61, 62
- grammatical sensitivity, 261–62, 262, 265, 265, 270
- group work. *See* peer and group work
- guided summarizing, 66–67
- holistic mode, 231–32
- hypothesis formulation and testing, 57–58, 59
- immersion programs
  - Adaptive Control of Thought (ACT) model, 150–55
  - automatization/automaticity, 147–48, 149
  - cognitive theory, 147–48
  - declarative knowledge, 150–51
  - effectiveness of, 141–43
  - feedback in, 144–45, 148, 152–53, 154–55
  - fluency in, 142, 148, 149
  - form-focused instruction in, 145–46, 148–49, 152, 153–55
  - limitations of, 141, 143
  - memory vs. analytical abilities, 232–33
  - metalinguistic information, 146
  - procedural knowledge, 151–52
  - research on, 56
  - task-based instruction, 146
  - teaching methodologies, 143–45
  - theoretical foundation of, 146–47
- implicit feedback, 114–15, 145
- implicit learning
  - age of learners and, 233
  - aptitude, awareness, and, 261–63, 262, 263
  - automatization vs., 4, 288
  - declarative knowledge and transfer of skills, 7
  - definition of, 249n2
  - explicit learning, interface with, 31–33
  - explicit learning vs., 260–61, 288, 289
  - implicit learning condition, 40
  - instructed learning and, 243
  - practice, importance of, 170
- implicit negative feedback, 125–26
- incidental learning, 262, 263, 269–70
- indirect metalinguistic information, 58
- individual differences in learning
  - feedback and, 128
  - interaction-driven learning and, 97–99
  - sources of differences, 97
  - working memory, 97–99
  - See also* age of learners; aptitude
- information-gap tasks, 75
- input, comprehensible, 85–86, 87, 88, 118–19, 216
- input enhancement, 68, 264
- input flooding, 264
- Input Hypothesis (Krashen), 51, 85–86

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)318 *Index*

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

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)

Index 319

- motivation of (*see* motivation of learners)
- self-confidence of, 172–75
- self-consciousness of, 236
- self-esteem of, 236–37
- learning conditions, 260–63, 262, 263, 269, 278
- learning disabilities, 277–78
- learning environment, 174–75, 175, 186–87
- learning styles
  - age of learners and, 227, 232, 233–36, 236
  - children, 231–32, 234
  - practice activities, 227, 236
  - vocabulary learning, 234
- lemmas, 53–55, 54
- Leow, R. P., 25–26
- Levelt, W. J. M. *See* language production model (Levelt)
- lexicalizing, 270, 270, 272
- Libra cards, 26, 44n5
- listening activities, 245–47, 246
- listening skills, 210–11, 244, 287
- MacWhinney, B., 116
- 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
  - limitations of, 11, 219, 221n2
- memory
  - age of learners and, 227
  - children's language learning, 231–32, 234
  - cognitive development, 230–31
  - for contingent speech, 274, 275, 276, 277, 280n2
  - for contingent text, 275, 276
  - immersion programs, 232–33
  - processing stage model, 270
  - recast learning, 264–65, 265
  - See also* working memory
- metalinguistic information, 58, 120, 125, 146
- metalinguistic rule rehearsal, 275, 277
- MLAT (Modern Language Aptitude Test), 257, 269, 270
- MMC (mechanical, meaningful, and communicative) model, 10–11
- Modern Language Aptitude Test (MLAT), 257, 269, 270
- Monitor Model, 147
- motivation of learners
  - age-specific differences, 237
  - meaningful practice and, 184–85
  - skill acquisition and, 164, 171–74
  - study abroad programs, 215
- Natural Approach, 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
  - age of learners and, 239, 249n5
  - definition of, 89



Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)320 *Index*

- negotiations (*cont.*)
  - in FL classrooms, 192–95
  - 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
  - uptake, 94–95, 122, 293
  - See also* writing skills
- output, comprehensible, 63–64, 216
- Output Hypothesis (Swain), 56–60, 61, 62, 66, 86
- output practice
  - automatization and, 52, 55, 62
  - benefits of, 9
  - complexity of tasks and, 41
  - comprehension practice and, 63–64, 216
  - definition of, 52
  - effectiveness of, 52, 59–60, 76–77, 77n4
  - examples of, 56, 182
  - fluency and, 52, 55, 60–61
  - 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)
  - 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
- phonetic sensitivity, 264–65, 265, 271
- phonetic systems, 242, 244
- phonological encoding, 54, 55, 61, 62
- phonological short-term memory, 98
- Pimsleur's Language Aptitude Battery (PLAB), 257, 269
- positive evidence, 112, 115, 120
- positive feedback, 112, 114, 145
- poverty of the stimulus arguments, 114



Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)

Index 321

- 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
- 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
  - 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
  - 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
- 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
  - 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
  - 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
- 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
- production rules, 3, 149, 291–92
- proficiency. *See* fluency and proficiency
- pronunciation, 241–42, 244
- pyramid model, 171
- readiness, 257
- 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

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)322 *Index*

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

Cambridge University Press

978-0-521-86529-6 - Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology

Edited by Robert M. DeKeyser

Index

[More information](#)*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
- transfer of skills
  - 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
  - practice, 67, 182
  - proficiency needs, 287
  - study abroad programs, 211