

Index

- accuracy, 25, 171, 208, 210–213, 275, 289, 291, 311–313, 373–374, 380, 408–409, 503–504
 - accuracy-based activities, 738, 746
 - grammatical, 171, 370, 371, 372, 581
 - increased, 7, 96, 285, 288, 353, 479, 512, 527, 588, 609, 740
- Acquisition-Learning Hypothesis, 68
- action research, 134, 160
- Activity Theory, 14, 583–590, 594
- affect, 381, 565, 566, 567, 574, 575, 582–583, 586, 592, 593, 635, 723–726
- aptitude, 6, 51, 313, 351, 419, 422, 569, 739, 746
- aptitude-treatment interaction research, 692, 697
- assessment, 113, 156, 411, 419, 435, 463, 498, 511, 634
 - dynamic assessment, 101, 356, 570
- attention, 45–46, 49, 72, 73, 78, 132, 743
 - alertness, 74
 - detection, 74, 76
 - increased, 280, 282
 - level of, 78, 782
 - orientation, 74
 - selective, 86, 111
- attention to form. *See* focus on form
- automatization, 48, 76, 77, 78, 284, 601, 738,
- awareness, 70, 72, 79, 132, 282, 285, 288, 671
 - level of awareness, 69, 70, 72–73, 75, 78, 79, 81, 343, 358, 780
- behaviorism, 9, 23–30, 36, 37, 49, 66, 690
- brain function, 453,
- child language acquisition, 2, 646
- child learners, 55, 658, 661, 663, 674
- clarification requests, 281, 410, 505, 506, 508, 621, 670, 674, 675, 718, 723
 - anxiety, 718, 726,
- classroom interaction, 100, 149, 160, 201, 547, 733
- classroom management, 152, 262
- classroom-based research, 130, 131, 132, 133–135, 141–142, 143–144, 309, 350–351, 407, 552, 610
 - effect size, 310
- interventionist quasi-experimental, 134
- noninterventionist quasi-experimental, 134
- observational, 134
- cognitive load, 90, 547
- cognitive perspective, 51, 54, 85, 86, 103, 282–284, 304, 599
- cognitive processes, 56, 67, 69, 75–76, 81, 210, 213–218, 275, 479
 - impact of emotions, 593, 716
 - reactivation and reconsolidation, 333, 335
- cognitive psychology, 451–454, 457, 458
- cognitive-interactionist perspective, 2, 86, 101, 187, 281, 282–283, 341
- collaboration, 88, 89, 92, 527, 534, 630
- communication breakdown, 85, 278, 286, 504, 507, 508, 780, 784
- communicative goals, 54, 283, 523
- competence, 32–38, 89, 103, 601
- comprehensibility, 417, 418, 521, 647, 670, 671, 674
- Comprehensible Input Hypothesis. *See* Input Hypothesis
- comprehension, 49, 73, 261–263, 390, 529, 736, 739
- comprehension checks, 132, 504, 505, 506, 508, 513, 675, 680, 780
- comprehensive corrective feedback, 4, 213, 301, 312, 566, 572, 581, 587, 588
- computer delivered feedback. *See* technology-mediated feedback
- computer-assisted language learning, 226, 524
- intelligent computer-assisted language learning, 231–232
- learner-computer interactions, 226, 227, 232
- learner-learner interactions, 226
- pronunciation tools, 237, 409
- Tutorial CALL, 227, 231–232, 522, 534
- computer-mediated communication, 5, 6, 11, 13, 52, 324, 521
 - asynchronous, 117, 324
 - effectiveness, 522
 - environments, 117
 - instruction, 131
 - synchronous, 117, 123, 324, 336, 413, 494, 504, 514

- text-chat, 117, 790
- computer-mediated feedback. *See* technology-mediated feedback
- confirmation checks, 506, 670, 674, 780
- confirmation requests. *See* confirmation checks
- Connectionism, 733
- consciousness-raising, 48, 69, 112, 440, 789
- Content and Language Integrated Learning, 151, 475, 488, 539
- content-based classrooms, 69, 407, 540, 545, 551
- contextual features, 10, 148, 150, 156, 160
- Contrastive Analysis Hypothesis, 25
- curriculum, 133, 148, 150, 153, 156, 474, 487, 534, 539
- declarative knowledge, 2, 48, 76–78, 275, 283, 342, 434, 435, 565, 601, 609
- delayed feedback, 12, 120, 200, 377, 438, 440, 445, 741, 743, 766, 771, 788–789
- depth of processing, 69, 70–71, 76, 78–81
- developmental level, 88, 89, 102, 344, 380, 455, 742, 745
- developmental readiness, 6, 15, 354, 380, 391, 415, 742, 744, 783
- direct feedback, 3, 7, 65, 113, 176, 191, 208, 209, 323, 324, 397, 441, 734, 744, 747
- dual coding theory, 257, 259, 260, 263
- effectiveness of corrective feedback, 15, 94–99, 178, 195–198, 209, 265, 534, 657–660, 764, 772, 773
- affecting factors, 51, 56, 178, 201, 598, 738
- contextual factors, 198, 199, 275, 284, 286, 289, 313, 480, 514, 576, 754
- evidence, 142, 170
- feedback quality, 283
- introspective measurements, 117–122
- sociocultural perspective, 102, 103
- using tasks, 112–115
- efficacy of corrective feedback. *See* effectiveness of corrective feedback
- elicitations, 3, 48, 116, 139, 193, 343, 368, 390, 392, 484, 621, 716
- emotions. *See* affect
- enactment theory, 257,
- engagement, 605, 608, 632, 635, 721–722, 723, 724–725, 726,
- facilitated, 285, 532
- lack of, 601
- English as a foreign language, 53, 101, 147, 151, 156, 198, 256, 262, 525, 681, 763
- English as a second language, 147, 151, 152, 156, 254, 259, 524, 681, 763
- English for Academic Purposes, 235
- explicit correction. *See* explicit feedback
- explicit feedback, 56, 57, 101, 192–193, 252, 348, 544, 761, 772
- explicit instruction, 24, 76, 132, 154, 176, 264, 290, 759, 762
- explicit knowledge, 5, 7, 50, 77, 138, 264, 733, 736, 738, 739, 747
- explicit learning, 67, 68, 71, 79, 81, 82, 115, 646, 692, 693, 757
- extensive corrective feedback, 4, 7, 65, 199, 300, 310, 379, 648
- face-to-face communication, 6, 13, 52, 117, 379, 413, 625, 631–633, 634, 697, 785, 786
- feedback moves, 54, 94, 193, 198, 473–474, 486, 605, 625, 649, 674, 677,
- feedback orientation, 277–279
- feedback quality, 279–281
- feedback strategies, 153, 157, 341, 344, 345, 348, 350, 358, 375, 379, 481, 670
- use of, 149, 682, 739
- first language acquisition, 1, 32, 33, 68, 661
- first language interference, 24, 25, 26, 66
- fluency, 25, 50, 57, 133, 373, 374, 381, 563, 604, 608, 738, 784
- increased, 288, 609
- focal attention, 72, 75, 430
- focus on form, 1, 7, 50, 154, 196, 254–255, 288, 777, 779, 786, 788
- Focus on Forms, 49, 779, 783
- focus on meaning, 1, 50, 57, 255, 626, 648, 777, 779, 780, 783
- focused corrective feedback, 4, 65, 156, 207, 208, 220, 323, 324, 662, 734, 746
- foreign language contexts, 6, 13, 53, 153, 154, 158, 265, 474, 477–479, 542, 544
- form-focused feedback, 302, 309, 465, 509
- form-focused instruction, 35, 36, 261, 370, 476, 660, 733, 738, 741, 745, 766, 783
- form-meaning connections. *See* form-meaning mapping
- form-meaning mapping, 12, 45, 263, 521, 759, 760
- complex, 761, 770, 773
- simple, 761, 773
- fossilization, 29, 34, 49, 409, 540, 543, 605
- frequency of feedback, 585, 740
- generativist perspective, 44, 45
- gestures, 122, 276, 672,
- beats, 253, 259
- deictic, 253, 255, 259, 263
- emblems, 253
- iconic, 258, 259
- learner beliefs, 262
- meaningless, 257
- metaphoric, 253,
- grammar, 124, 166, 168, 174, 179, 263–264, 266, 495, 524, 529
- grammatical complexity, 15, 771, 774
- instruction, 34, 37, 142, 171, 176, 304, 374, 566–567, 720, 757
- terminology, 243
- grammaticality judgment test, 115, 328, 329, 352, 357, 692, 696, 741, 744, 764
- guided practice, 283, 290
- habit formation, 24, 25, 66
- heritage learners, 157
- history of corrective feedback, 66
- hypothesis testing, 29, 45, 48, 70, 78, 80, 305, 333, 521
- immediate feedback, 12, 120, 188, 199, 200, 242, 377, 445, 734, 741, 743, 766
- immediate recall, 5, 118, 456, 570, 624, 721
- immersion programs, 151, 349, 539–541, 543, 549, 651
- Canadian French immersion, 69, 149, 154, 475, 610
- implicit feedback, 56, 57, 252, 348, 484, 674, 677, 741, 772

- implicit instruction, 358, 757, 758, 759,
implicit knowledge, 5, 7, 77, 264, 733, 736,
739, 747
implicit learning, 67, 68, 75, 79, 81, 82, 115, 175,
342, 659, 661, 698, 757
incidental learning, 693, 757
indirect feedback, 3, 7, 65, 191, 207, 208,
397–398, 588, 604, 621
individual differences, 102, 118, 149, 190, 214,
215–220, 221, 264–265, 734, 747
age, 200, 264, 265, 291, 411, 459, 476, 541,
548, 671, 674, 737
analytic ability, 6, 219, 690, 692, 695–697
cognitive differences, 419
cultural background, 56, 541, 548, 567, 669,
672, 681,
gender, 6, 56, 264, 265
identity, 54
social factors, 56, 198–199, 419
inductive learning, 693, 758
innatism, 9, 30–36, 37
input, 32, 48, 187, 226, 257
input processing, 72, 74, 78, 599
modified input, 44, 48, 54
visual, 259
Input Hypothesis, 45, 48, 69, 210
input-providing feedback, 3, 48, 57, 140, 252,
276, 282, 283, 285, 289, 291, 527
instructional contexts, 132, 178, 349, 481, 487,
591, 700
intake, 72, 73, 75, 78, 215, 343, 391, 599
intensive corrective feedback, 4, 7, 65, 199, 278,
300–302, 303, 310, 316, 356, 383, 662
interaction, 85–87, 88, 91, 92–93, 100–101, 119,
142, 149–150, 284, 547–549, 623, 698
oral interaction, 94, 118, 355, 465, 473, 546,
627, 786
peer interaction, 132, 277, 283, 285, 499–500,
508–509, 550–551, 608–609, 628–630,
673, 680
Interaction Hypothesis, 44, 67, 73–76, 86, 282,
430, 646, 733, 777, 780, 786
interactional feedback, 2, 6, 73, 374, 479, 481,
646, 670, 674, 680
interactionist perspective, 2, 9, 85, 494, 542, 598
interlanguage, 66, 190, 281, 283, 372, 451, 533,
601, 659, 734
interlocutor, 137–138, 139, 143, 192, 286–287,
387, 438, 496, 629–630, 632, 633,
671–672, 760
gender, 673, 674, 676, 678, 679
native speaker, 283, 357, 414, 654, 670
physical absence, 504, 512
relationship, 275, 284, 608
internalization, 88, 91, 92, 331
international students, 156–157, 159
intervention studies, 140, 153, 256, 259, 263,
407, 419

L1 interference. *See* first language interference
laboratory-based research, 52, 139–141, 148,
175, 196, 261, 309, 479, 622
advantages, 346
effect size, 310
Language Acquisition Device, 2
language features, 280, 291, 733, 739, 754, 755,
757, 772
learned linguistic behavior, 33, 36
learned linguistic knowledge, 33–35, 36, 37, 646
learner anxiety, 137, 476, 487, 567–568, 604,
623, 626, 635, 713, 714–719, 726
learner autonomy, 51, 199, 230, 521, 599
learner beliefs, 197, 200, 284, 290, 530, 574–575,
719–723
learner goals, 155, 156, 574
learner needs, 103, 157, 200, 621
learning context, 154, 190, 474–487, 542, 594
learning environments, 116, 137, 232, 475, 477,
488, 651
learning outcomes, 51, 53, 153, 157, 195,
369, 739
listening, 155, 372, 416, 524, 526, 527, 528, 529,
540, 624, 693, 715,
literacy, 6, 13, 55
illiterate learners, 464, 466
low literate learners, 13, 451, 455, 459, 466
low print literacy levels, 450
phonemic awareness, 451, 453
phonological awareness, 451, 452
Literacy Education and Second Language
Learning for Adults, 466

meaning-focused input, 387
meaning-focused instruction, 57, 783
meaning-focused interaction, 85, 742
mechanistic approach. *See* behaviorist
perspective
mediation, 90–91, 102, 275, 330, 336, 357, 571
mediating tools, 70
mental representation, 2, 283, 333, 335
meta-analysis, 165–166, 167, 168, 169, 170,
171–175, 177
metacognitive instruction, 140, 286, 609
metalinguistic awareness, 69, 652, 700, 702, 704
metalinguistic feedback, 52, 150, 208, 277, 465,
621, 671, 744
metalinguistic information, 122, 139, 276,
747, 766
methodological synthesis, 165, 167
mobile-assisted language learning, 14
affordances, 521, 523
applications, 522–523
asynchronous, 528
automatic speech recognition, 530–532
contexts of use, 524
synchronous, 530
text-to-speech synthesizer, 529
modality, 257, 438, 443, 495, 496–498, 511, 513,
660, 772, 784, 785, 786
Model of the L2 learning process in ISLA, 67, 78
input processing stage, 68, 69, 73, 78, 81
intake processing stage, 78, 79
knowledge processing stage, 78, 79
modelling, 49, 51, 290, 533
moderator analysis, 166, 174, 178
Monitor Model, 67, 69
motivation, 76, 199, 200, 307, 419, 604, 726

Native Language Literacy Screening Device,
455, 459
nativist theory, 2, 66
negative data, 32–37
negative evidence, 1, 44–45, 85, 111, 188, 190,
410, 645, 777, 779, 780, 786–787
negative feedback, 75, 389, 436, 445, 647, 655,
674, 677, 761

- negotiated feedback, 96, 98, 99, 309, 745
 negotiation for meaning, *See* negotiation of meaning
 negotiation of form, 85, 497, 506–507
 negotiation of meaning, 2, 49, 51, 73, 75, 85, 654, 669–670, 674, 677, 680, 780
 nonverbal feedback, 3, 11, 178, 251
 gesture. *See* gestures
 headshaking, 255
 nodding, 255
 noticing, 45–48, 75, 119, 132, 452, 456, 508–510, 599, 607, 715, 718, 765
 ability, 458, 465, 695
 difficulty, 417, 457, 757, 782
 facilitated, 1, 85, 218, 399, 484, 599
 noticing the gap, 70, 333, 568, 621, 789
 rate, 464, 480, 714, 723
 spontaneous, 755, 757
 Noticing Hypothesis, 35, 46, 67, 71–73, 190, 391, 398, 508–509, 780

 opportunities for corrective feedback, 112, 115, 116, 233, 532
 oral feedback, 3, 140, 166, 171, 174, 175, 176, 276–284, 309–311, 315, 531, 600
 output, 2, 49, 70, 71, 73, 74, 85, 111, 210, 520, 747
 modified output, 3, 47, 80, 118, 444, 509–510, 629, 631, 633, 716, 726
 partial modified output, 47
 Output Hypothesis, 48, 67, 69–71, 75, 81, 283, 342, 733
 output-prompting feedback, 3, 48, 57, 140, 252, 276, 282, 286, 291, 369, 660

 participation, 24, 175, 495, 496, 501–502, 527, 546, 565, 569, 592
 peer feedback, 4, 12, 30, 54, 193, 201, 285–290, 680
 effectiveness, 289, 290
 factors affecting, 286–287
 frequency, 286
 perceptions of, 287–288
 peer review. *See* peer feedback
 performance, 32–34, 765, 779, 789
 complexity, 754
 enhanced, 282, 407, 416, 532, 601–602, 611
 spontaneous, 738
 positive evidence, 1, 44–45, 85, 111, 188, 191, 192, 276, 417, 442, 509, 623, 645
 pragmatics, 13, 53, 407, 435, 436–440, 443–445
 pragmalinguistics, 429, 433, 434, 435, 445, 733
 sociopragmatics, 429, 431, 434, 445
 primary linguistic data, 32–35, 37
 priming, 47, 75, 116, 656, 788
 prior knowledge, 54, 71, 73, 75, 79, 81, 380–381, 744
 procedural knowledge, 2, 48, 77, 283–284, 331, 343, 609, 737
 proceduralization, 48, 76, 77, 275, 333, 601, 611
 processability theory, 736, 741
 production, 48, 71, 75, 87, 112, 117, 133, 190, 194, 433, 435, 736
 erroneous, 192, 226, 443, 444, 760
 oral, 79, 452
 proficiency, 6, 15, 52, 138, 289, 599, 674, 744, 754, 763, 779

 enhanced, 533
 oral, 499, 529
 prompts, 193–195, 342, 368, 370, 373, 475–476, 543–545, 608, 621
 effectiveness, 52, 196, 441, 477, 544, 662, 740, 741
 pronunciation, 11, 166, 174, 179, 237–243, 259–261, 407, 682
 accuracy, 237, 241
 intonation, 57, 259, 266, 351, 392, 418, 433, 735
 pitch, 237, 238, 240, 242, 260, 266, 682
 prosody, 252, 253, 260, 261, 409
 stress, 239, 243, 253, 259, 266, 346, 409, 458
 tone, 260, 261, 409
 prototypicality. *See* developmental readiness
 psycholinguistics, 27, 69, 257

 reaction time, 77, 115, 118, 122, 373,
 reading, 258, 416, 450, 463, 499, 530, 540, 565, 691, 696, 779
 self-paced, 167
 sentence reading, 413, 420
 recall, 117, 257, 258, 259, 452, 461, 542, 622, 633
 recasts, 192, 345–355, 373, 608, 655–657
 effectiveness, 52, 195, 357, 369–370, 459–461, 475–476, 483, 498–499, 648, 740, 743
 extensive, 377–378
 frequency of use, 151, 152, 252, 621, 651, 652, 680
 learner perceptions, 606, 716, 723
 noticeability, 343, 459–464, 544–545, 622, 623–627, 634, 695
 reflection, 281, 527, 533, 564, 565, 570, 602, 607, 611, 721, 790
 reformulation, 3, 44, 74, 201, 546, 621, 741, 742, 761, 766
 regulation, 91–94, 330, 690
 other-regulation, 90, 91, 92, 93, 94, 102, 599
 self-regulation, 51, 92, 94, 99, 101, 102, 104, 191, 196, 235, 344, 356, 599
 reinforcement, 23, 25, 31
 negative reinforcement, 24
 positive reinforcement, 24
 repair, 351, 414, 465, 477, 484, 551
 individual differences, 674, 678, 726
 rate, 480, 481, 545
 self-repair, 3, 30, 193, 510–511, 629, 739, 745
 repetition, 195, 280, 621, 741, 766

 saliency, 70, 118, 253, 276, 376–379, 633, 693, 756
 increased, 196, 390, 412, 662
 low-saliency, 142, 226
 scaffolded feedback, 101, 103, 356–357, 478, 745
 scaffolding, 50, 89–90, 99, 103, 122, 187, 196, 275, 284, 546, 651, 701, 703
 second language contexts, 6, 53, 153, 669, 682, 715
 segmentation, 74, 280, 454
 selective corrective feedback, 28, 301, 302, 303, 310, 313, 418, 566, 572
 self-correction. *See* self-repair
 self-efficacy, 15, 217, 714, 724, 725, 726, 727
 short-term memory. *See* working memory
 Skill Acquisition Theory, 2, 48, 67, 76–78, 281, 283–284, 331–332
 Skill Learning Theory, 733

- sociocognitive perspective, 55, 281, 284
- sociocultural learning theory. *See* sociocultural theory
- sociocultural perspective, 9, 94, 187, 196, 304, 305, 316, 478, 588
- sociocultural theory, 50, 70, 86–94, 284, 330–331, 344, 356, 357, 466, 542, 550, 733
- sociolinguistic theory, 466
- speaking, 282, 526, 527, 528, 608
- spelling, 231, 232, 388, 396, 524–525, 532
- stimulated recall, 119–120, 124, 219, 262, 266, 395, 411, 412, 508, 509, 622, 631
- task-based language teaching, 6, 10, 16, 133, 138, 167, 704, 779
- confederate scripting technique, 115
- instruction, 115–117
- task completion, 277
- task conditions, 748
- task cycle, 790
- task design, 16, 788
- task manipulation, 786
- task performance, 784, 791
- task repetition, 789
- task-based interaction, 91, 114, 390, 411, 476, 567, 631, 716, 720, 783
- TBLT. *See* task-based language teaching
- teacher attitudes. *See* teacher beliefs
- teacher beliefs, 57, 152, 158, 262, 388, 411, 562–566, 573, 661
- technology-mediated feedback, 6, 11, 139, 171, 226, 232, 237, 244
- automated corrective feedback, 233, 234, 236
- automated writing evaluation, 237, 724
- automatic speech recognition, 240–243
- grammar checker, 228
- spell checker, 227–231
- Test of English for International Communication, 440
- think alouds, 117, 118, 219, 582, 590
- Thorndike Law of Effect, 24
- training, 14, 600–602
- learner training, 235, 488, 514, 611
- teacher training, 552, 564, 600, 607
- translation tools, 524, 528
- transparency, 45, 167, 177, 756, 771
- types of feedback, 3–4, 65, 132, 138, 140, 195–198, 199, 209, 252, 280, 733, 747, 773
- types of tasks, 143
- consensus, 112, 113–114
- dictogloss, 117, 132, 329, 500, 511, 678, 743, 784
- discussion, 681
- grammaticality judgment, 115, 155, 765
- imitation, 115, 454, 462
- information gap, 499, 671, 681
- jigsaw, 112, 114–115, 462, 505
- narrative, 500, 502, 675, 784
- oral production, 101, 659, 660, 764, 766
- picture depiction, 112–113, 741
- repetition, 151, 452, 453
- role-play, 288, 499, 608
- spot-the-difference, 460, 461, 463, 500, 505, 510
- story completion, 460, 462
- writing, 324, 336, 501
- UG. *See* Universal Grammar
- unfocused corrective feedback, 4, 7, 12, 65, 207, 210, 213–214, 220, 310, 323, 734
- Universal Grammar, 2, 31, 45, 646
- uptake, 121–122, 473–474, 482, 483, 484, 509–510, 574, 581, 589, 605, 655–657
- immediate, 741
- rate, 55, 252, 309, 464, 479, 480, 481, 486, 543
- virtual classroom, 137, 143, 160,
- visual feedback, 237–240
- vocabulary, 174, 499, 502–503, 525, 572
- instruction, 254
- low-frequency, 133
- range, 540, 587
- size, 420
- willingness to communicate, 70, 669, 744
- working memory, 46, 72, 78, 118, 333, 343, 609, 624, 742, 746, 783
- capacity, 57, 265, 314, 399, 623, 633
- writing, 11, 29, 70, 155–156, 207–208, 232–234, 393–397, 585, 779, 790
- automated, 387
- collaborative, 121, 193
- drafts, 118, 243, 323
- written feedback, 3, 113, 171–173, 175, 232, 234, 311–313, 323, 532, 627, 703, 724
- Zone of Proximal Development, 87–89, 90, 95, 102, 196