

Practice in a Second Language

Perspectives from Applied
Linguistics and Cognitive
Psychology

Edited by

Robert M. DeKeyser

University of Maryland at College Park



Contents

List of contributors ix
Series editors' preface xi

Introduction: Situating the concept of practice 1
Robert M. DeKeyser

I FOUNDATIONS 19

Chapter 1 Input in the L2 classroom: An attentional perspective
on receptive practice 21
Ronald P. Leow

Chapter 2 Output practice in the L2 classroom 51
Hitoshi Muranoi

Chapter 3 Interaction as practice 85
Alison Mackey

Chapter 4 Feedback in L2 learning: Responding to errors during
practice 111
Jennifer Leeman

II INSTITUTIONAL CONTEXTS 139

Chapter 5 A cognitive approach to improving immersion students'
oral language abilities: The Awareness-Practice-
Feedback sequence 141
Leila Ranta and Roy Lyster

Chapter 6 Second language education: Practice in perfect learning
conditions? 161
Kris Van den Branden

Chapter 7 Meaningful L2 practice in foreign language classrooms:
A cognitive-interactionist SLA perspective 180
Lourdes Ortega

Chapter 8 Study abroad as foreign language practice 208
Robert M. DeKeyser

III INDIVIDUAL DIFFERENCES 227

Chapter 9 Age-related differences and second language learning
practice 229
Carmen Muñoz

Chapter 10 Aptitudes, abilities, contexts, and practice 256
Peter Robinson

Conclusion: The future of practice 287
Robert M. DeKeyser

Glossary 305

Index 313