

Contents

Acknowledgements	vi
Introduction	ix
Prologue: The challenge of being ‘language-aware’	1
1    Language Awareness, ‘Knowledge About Language’ and TLA	9
2    TLA and the teaching of language	23
3    TLA and the ‘grammar debate’	48
4    TLA and teachers’ subject-matter cognitions	70
5    TLA and pedagogical practice	94
6    The TLA of expert and novice teachers	118
7    TLA and the native-speaker and non-native-speaker debate	143
8    TLA and student learning	167
9    TLA and teacher learning	181
Epilogue: TLA and teacher professionalism	200
Appendix	205
References	207
Index	224
Publisher’s acknowledgements	230