

Index

- 'acquisition' and 'learning' 15
affordances 37
Alderson, J. C. et al. 14
Aljaafreh, A. 177
American English 150
Anderson, J. 14
Andrews, S. J. 28, 31*f*, 35, 36, 39*f*, 41, 45,
98, 99, 119, 121, 123–4, 125, 126,
155–6, 157–8, 170
Arva, V. 152, 157
Ascham, R. 50
Association for Language Awareness 10
attitudinal factors 40, 41, 41*f*
audiolingual approach 51, 52
Ausubel, D. et al. 58
- Bachman, L. 27
Bartels, N. 21, 183–4
Basturkmen, H. et al. 74
Benke, E. 153
Benner, P. et al. 73, 87
Beretta, A. 56
Berlin, D. 119, 120*t*, 131
Berry, R. 176
Bhatt, R. M. 150
Biber, D. et al. 63
Bloomfield, L. 147
Bloor, T. 205
Bolitho, R. et al. ix, 10, 20, 32, 35, 181,
183, 184–5, 186–7, 186*f*, 188
Borg, S. 72–3, 193
Borko, H. 118
Braine, G. 149
Bransford, J. et al. 140, 169
Breen, M. P. et al. 72, 87
British English 150
Brooks, N. 51
Brophy, J. 29
Brumfit, C. J. et al. 21
Burt, M. 54
- Calderhead, J. 71
Cambridge Assessment 19n
Canagarajah, A. S. 149
Candelier, M. 13
Carter, K. et al. 118
- Carter, R. ix, 12, 61, 63, 64
Celce-Murcia, M. 53, 62
Celce-Murcia, M. et al. 53
CELTA programmes 19n, 151–2, 182, 184,
185
Chamberlain, J. 110
Chandler, P. et al. 21
Chastain, K. 51
Chomsky, N. 53, 151
CLA (communicative language ability) 27
Clandinin, D. J. 71–2, 86
Clark, C. M. 71
CLT *see* Communicative Language Teaching
co-text 62
code 59
cognitive code learning theory 51
cognitive psychology 14–15
coherence 62
cohesion 62
Comenius 50
communicative language ability (CLA) 27
Communicative Language Teaching (CLT)
and grammar 19, 51
and Hong Kong case study 75, 82–4
and Language Awareness/Language
Analysis 12–13, 182–3
'weak' and 'strong' forms 15, 51–3
communicative practice 15
communities of practice 189
competence 27
Coniam, D. 152
Connelly, F. M. 71–2
consciousness 15, 16
consciousness-raising 17–18, 65
content-based approaches 55
content of learning 94–5, 95*t*, 96–107,
173–5, 174*t*
context
and grammar 61–2
of teaching 40, 41, 41*f*, 73, 88–91
continuing professional development
129–30, 189
Cook, V. 160
Corder, S. P. 51, 54
corpora 61
corpus linguistics 62–4

Index

- COTE/DOTE programmes 19n
- CTEFLA programmes 19n, 182, 184
- culture of teaching 72
- Curriculum Development Committee (Hong Kong) 75
- Curriculum Development Council (Hong Kong) 75
- Darling-Hammond, L. 169–70, 171, 173
- Davies, A. 56, 147, 151n, 154
- DeCarrico, J. 63
- declarative knowledge 14–15, 31
- declarative TLA *see* subject-matter cognitions
- DeKeyser, R. 15, 52
- DELTA programmes 19n, 152
- Direct Method 50
- discourse 61
- Donmall, G. 11
- Doughty, C. 58, 59
- Dreyfus, H. L. 118, 140
- Dreyfus, S. E. 118, 140
- DTEFLA programmes 19n
- Duff, T. 31
- Dulay, H. 54
- Edge, J. 10, 20, 24, 185–6, 190
- Education Commission (Hong Kong) 152
- Elbaz, F. 71
- Ellis, R. 13, 14, 15, 16, 17, 32, 33, 37, 51, 52, 54, 55, 57–8, 59–60, 65, 83n, 178
- English
 - teaching of as mother tongue 11, 13
 - varieties of 150
- English as a Lingua Franca (ELF) 155, 161–4
- English Language Teaching Journal* 20
- Evans, S. 75
- ‘expert’ teachers 120t, 131–40
 - and declarative TLA 132–3, 133t
 - and ‘expertise’ 139–40
 - and procedural TLA 133–9
- see also* ‘proficient’/‘expert’ teachers
- explicit knowledge 13–16, 48, 53–4, 58
 - and metalanguage 13–14
- explicit learning 16
- Fairclough, N. 9
- Falvey, P. 152
- Fang, Z. 71
- Farrell, T. 189
- Fenstermacher, G. D. 71
- Ferguson, G. 21
- Ferguson, R. F. 169, 171
- Fillmore, L. W. 183
- focus on form 32, 33–4, 58–9, 60
- focus on forms 32, 33, 59
- focus on meaning 32, 33, 34
- Forestier, K. 146
- form-focused instruction
 - challenges to 19, 53–6
 - history 49–53
 - role 20, 48, 58–60, 65
 - value 57–8
- formulaic knowledge 14
- Fotos, S. 53, 65, 100, 108
- Freeman, D. 30, 71, 200
- Garrett, P. 10–11
- Garvey, E. 150
- Gess-Newsome, J. 73
- Gnutzmann, C. 11, 13
- Golombok, P. 71
- Gombert, J. E. 28
- Goodman, Y. 13
- Gower, R. 52
- grammar 60–8
 - and co-text 62
 - and coherence 62
 - and cohesion 62
 - and context 61–2
 - and corpus linguistics 62–4
 - and descriptive grammar 61
 - and discourse 61
 - and history of the debate 49–53
 - and implications for TLA 64–7
 - in L2 education 19, 20–1, 51
 - and lexis 62–3
 - and prefabricated patterns 63
 - and spoken grammar 63–4, 66
 - and teacher uncertainty 20–1
- see also* form-focused instruction
- Grammar-Translation method 50
- grammatical explanation 7
- Grossman, P. et al. 171
- Hales, T. 24
- Halliday, M. A. K. 11, 62
- Hamerness, K. et al. 119, 188, 191
- Hardman, F. 21
- Harmer, J. 17
- Hatano, G. 140
- Hawkins, E. W. 11, 49
- Haycraft, J. 20, 151, 182
- Hinkel, E. 65
- Hong Kong x, 75
 - Language Proficiency Assessment for Teachers (LPAT) 152
 - Language Proficiency Requirement (LPR) 152–3, 154
- Hornby, A. S. 51
- House, J. 161–2
- Howatt, A. P. R. 19, 33, 49, 50, 51
- Huberman, M. 88

Index

- IH *see* International House
- Immersion Education 55, 56
- implicit knowledge 13–16, 48, 53–4, 58
- implicit learning 16
- Inagaki, K. 140
- inflections 61
- innateness hypothesis 53–4
- input
 - definition 16n
 - in Natural Approach 54
 - role of TLA 37–9, 39*f*
- input enhancement 17, 65, 130–1
- input hypothesis 34
- intake: definition 16n
- interface position 15, 78–9
- interlanguage 2, 16n, 28, 29, 56, 65, 178
- International House (IH) 151, 182, 184
- James, C. 10–11, 17–18
- Jenkins, J. 162, 163
- Johnson, H. 82
- Johnson, K. 15, 55, 60, 82
- Johnson, K. E. 71
- Kachru, B. B. 146, 150
- Kagan, D. M. 71
- Kamhi-Stein, L. 147
- Kelly, L. G. 49–50
- Kerr, P. 184
- Kirkpatrick, A. 150
- Knowledge About Language (KAL) 31
 - history of and LA 10–13
 - terminology 10
 - and TLA 21
- Kolb, D. A. 186
- Kramsch, C. 145–6
- Krashen, S. 15, 34, 50–1, 54–5, 56
- Kuo, I. C. 163
- L2 curriculum and grammar
 - parallel/modular approach 59–60
 - integrated approach 59–60
- L2 education 18–21
 - and content-based approaches 54
 - and grammar 19, 20–1, 51
 - and Language Awareness 12–13, 20, 182–3
 - and Teacher Language Awareness 20–1
 - and teacher training 19–20, 19*n*, 151–2, 182
 - and teacher's role 19
- see also* Communicative Language Teaching; teacher learning: LA courses
- language acquisition 15, 16, 54
- language affiliation 147
- Language Awareness* (journal) 10, 13, 20
- Language Awareness (LA) 9–22
 - and ‘consciousness-raising’ 17–18, 65
 - and declarative/procedural knowledge 14–15, 31
 - definitions 11, 12, 18
 - and explicit/implicit knowledge 13–16, 48
 - and Knowledge About Language 10–13
 - and L2 education 12–13, 20, 182–3
 - and levels of awareness 16
 - and Teacher Language Awareness 20–1
 - terminology 10
- Language Awareness ‘movement’ 9–10, 11
- language behaviour: deficit model 11
- language competence 27
- language inheritance 147
- language proficiency 27, 28, 31*f*, 40, 153–5
- Lantolf, J. P. 177
- Larsen-Freeman, D. 64, 66
- Latin 49
- learner perspective 4, 5, 27, 29
- learning 15, 16
 - see also* content of learning; student learning and TLA; teacher learning: LA courses
- Leech, G. 36, 63, 64
- Leinhardt, G. 118
- lesson preparation 41–3, 42–3*t*
- Leung, C. et al. 149
- Levelt, W. et al. 18
- Lewis, M. 63
- lexis 62–3
- Lightbown, P. 59
- linguistic imperialism 145–6, 150
- linguistics 53, 151, 202
- Little, D. 14
- Littlewood, W. 52
- Livingston, C. 118
- Llurda, E. 145–6, 153, 159
- Long, M. 32–3, 57, 58
- Lortie, D. C. 188
- Lowyck, J. 71
- McCarthy, M. 61, 62, 63, 64
- McNeill, A. 123, 125, 160–1, 175–6
- Marton, F. 74, 84
- Medgyes, P. 150, 152, 153–4, 155, 157, 159
- message and code 59
- metacognitions 27, 28–9, 188
- metalanguage 13–14
- Mitchell, R. M. 16
- Mitchell, R. M. et al. 10, 12, 21
- modality 4
- modular approach 59–60
- Monitor Model 51
- morphology 61
- Morris, L. 21

Index

- Murray, D. 150
- Murray, H. 21
- Myles, F. 16
- Nassaji, H. 177
- National Curriculum (UK) 9, 11
- native-speaker (NS)/non-native-speaker (NNS) issue 143–66
 - background to the issue 143–7
 - declarative TLA of NS/NNS teachers 155–9
 - and English as a Lingua Franca 155, 161–4
 - language proficiency of NS/NNS teachers 153–5
 - ‘native-speaker fallacy’ 150–1
 - NS/NNS continuum 146, 147–50, 148*t*, 149*f*
 - NS/NNS teachers’ knowledge of students 159–61
 - and TEFL training 151–2
 - terminology 147–9, 148*t*
 - and World Englishes 150
- Nattinger, J. 63
- Natural Approach 54, 56
- naturalistic approaches 50, 54–6
- Nelson, C. 150
- Newmark, L. 54
- non-interface position 15, 54
- Norris, J. 57
- noticing 15, 16–17, 59, 130–1
- noticing the gap 15, 65
- ‘novice’ teachers 119–24, 120*t*
 - declarative TLA 119, 121, 122*t*, 124
 - procedural TLA 122–4
- Nunan, D. 60, 61, 65, 122
- O’Neill, E. F. 110
- Ortega, L. 57
- Oura, Y. 140
- output hypothesis 56
- P-P-P (Presentation-Practice-Production) approach 15, 52
- Pajares, M. F. 71
- Palfreyman, D. 21, 123
- Palmer, H. E. 50
- parallel/modular approach 59–60
- Pawley, A. 63
- pedagogic language rules 4–5, 6–7
- pedagogical content knowledge (PCK) 29–32, 31*f*, 73–4
- pedagogical practice 94–117, 203
 - enactment of the curriculum 95*t*
 - and ‘expert’ teachers 133–9
 - impact of TLA 39–45, 41*f*; impact on lesson preparation 41–3, 42–3*t*;
- impact within the classroom 43–5, 44–5*t*
- and ‘novice’ teachers 122–4
- and ‘proficient’/‘expert’ teachers 126–31
- personal practical knowledge 72
- Peterson, P. L. 71
- Phillipson, R. 150, 151
- Pica, T. 57
- Pienemann, M. 58
- Prabhu, N. S. 54, 55, 56, 60
- procedural knowledge 14–15, 31
- procedural TLA *see* pedagogical practice
- ‘proficient’/‘expert’ teachers 120*t*, 124–31
 - continuing professional development 129–30
 - criteria for identification 125
 - and declarative TLA 125–6
 - and procedural TLA 126–31
 - see also* ‘expert’ teachers
- psychophysiological mechanisms 27
- Quirk, R. 150
- Quirk, R. et al. *xi*
- Rajagopalan, K. 146, 149, 151, 154
- Rampton, M. B. H. 147
- reflection-on-action/reflection-in-action 40, 130
- Reform Movement 50
- responding to questions 1–4
- restructuring 2*n*, 65–6
- Richards, J. C. 54, 55, 65, 72, 87, 189
- Roberts, J. T. 19, 49, 50, 53, 55
- Robinson, P. 14, 15, 32–3
- Rodgers, T. S. 54
- Royal Society of Arts (RSA) 19–20, 19*n*, 182
- RSA/UCLES programmes 19*n*, 20
- ‘rules of thumb’ 4–5
- Rutherford, W. 17, 32, 49
- salience 17
- Sampson, N. 112
- Sawyer, E. 169, 171
- scaffolding 37, 135–6, 177
- Schmidt, R. 15, 16, 17, 130
- Schon, D. A. 40
- SCOLAR 152
- second language acquisition (SLA) research 53–4, 57–8, 59, 64–7
- Seidlhofer, B. 149–50, 155, 159, 162, 164
- Seliger, H. 58
- sentences 61
- Sharwood Smith, M. 17, 65, 130
- Shavelson, R. J. 71
- Shulman, J. H. 189
- Shulman, L. S. 29, 30, 73, 189, 200, 201

Index

- Sinclair, J. M. 9
 Situational Approach 51
 Skehan, P. 33, 52, 56
 skill learning 15
 SLA research *see* second language acquisition (SLA) research
 Snow, C. E. 183
 Soars, J. 52
 Soars, L. 52
 sociocultural theory 37, 176–7
South China Morning Post 137, 143, 144, 145, 146
 Spada, N. 59
 spoken grammar 63–4, 66
 Squire, L. 15
 Stern, H. H. 50
 Stern, P. 71
 Stevick, E. W. 7
 strategic competence 27
 Strauss, R. 169, 171
 structure-based communicative tasks 52
 student learning and TLA 167–80
 influencing variables 167–9, 168*t*
 and teacher engagement with language 94–5, 95*t*, 96–107, 173–5, 174*t*
 and teachers' awareness of the learner 159–61, 175–8
 and teachers' subject-matter knowledge 169–73
 subject-matter cognitions 31*f*, 70–4, 91–3, 94, 203
 and 'expert' teachers 132–3, 133*t*
 L2 teacher cognitions: research 72–3
 and 'novice' teachers 119, 121, 122*t*, 124
 and NS/NNS teachers 155–9
 and 'proficient'/'expert' teachers 125–6
 teacher professionalism 201–2, 203
 teachers' beliefs 71–2
 teachers' knowledge 4, 19, 24–7, 28, 71–2, 169–73, 201–2, 203
 terminology 30–1, 70
 TLA and pedagogical practice 39–40, 73–4
 see also subject-matter cognitions: case study
 subject-matter cognitions: case study 74–91
 approaches to grammar pedagogy 79–82
 beliefs about grammar knowledge needed 78–9
 CLT and pedagogical practice 75, 82–4
 context of case study 75
 evolution of subject-matter cognitions 88–9
 feelings, beliefs, understandings: and pedagogical practice 84–7, 85–6*f*
 feelings about grammar 76–8
 knowledge of subject matter 75–6, 205–6
 and teaching context 88–91
 Swain, M. 56, 177
 Swan, M. 4–5, 6–7, 17
 Syder, F. 63
 syntax 61
 Task-based Language Teaching (TBLT) 13, 33–4, 60, 130
 teachability hypothesis 58
 teacher behaviour 34–9, 72, 74
 teacher development: stages 118–19, 120*t*, 140–1
 see also 'expert' teachers; 'novice' teachers; 'proficient'/'expert' teachers
 Teacher Language Awareness (TLA)
 attitudinal factors 40, 41, 41*f*
 awareness of learners 28, 29, 30–1, 31*f*, 159–61, 175–8
 challenge 1–8
 characteristics 7, 28–9
 choice of word 'awareness' 31
 content and medium of instruction 27–8
 and contextual factors 40, 41, 41*f*
 declarative dimension (*see* subject-matter cognitions)
 definitions ix, 23–4
 and engagement with content of learning 94–5, 95*t*, 96–107, 173–5, 174*t*
 and engagement with teaching materials 107–16
 impact on pedagogical practice 39–45, 41*f*
 importance of 32–4
 and language proficiency 27, 28, 31*f*, 40, 153–5
 metacognition 27, 28–9, 188
 and pedagogical content knowledge (PCK) 29–32, 31*f*, 73–4
 procedural dimension (*see* pedagogical practice)
 and professional factors 40, 41, 41*f*
 and subject-matter cognitions 39–40, 73–4
 and teacher behaviour 34–9, 72, 74
 and teaching of language 23–47
 teacher learning: LA courses 181–99
 background and issues 181–5
 case study 190–9; context of the course 190–1; course description and aims 192, 192*t*; structure of the course 192–7, 193–6*t*; timing of the course 191
 models and principles 185–9, 186*f*
 teacher maxims 72

Index

- teacher professionalism 200–4
 - ‘academic model’ 202–3
 - and continuing professional development 129–30, 189
 - and standards 200–2, 203
 - and subject-matter knowledge 201–2, 203
- teacher training 19–20, 19n, 151–2, 182
 - see also* teacher learning; LA courses
- teachers’ beliefs 71–2
- teachers’ knowledge 4, 19, 24–7, 28, 71–2
 - of students 159–61
 - see also* pedagogical content knowledge; subject-matter cognitions
- teachers’ roles 19, 185–6, 186f
- teaching 7
 - context 40, 41, 41f, 73, 88–91
 - culture of 72
- teaching materials 107–16
- teaching of English as mother tongue 11, 13
- Terrell, T. 54, 55, 56
- Thornbury, S. ix, 2n, 10, 16n, 23, 34–5, 37, 40, 52, 53, 62, 66, 183, 202–3
- Timmis, I. 163
- TLA *see* Teacher Language Awareness
- Tomlinson, B. 10, 20, 183
- Tonkyn, A. 19
- Trappes-Lomax, H. 21
- Tsui, A. B. M. 30, 31, 71, 73, 88, 118, 119, 125, 128, 132, 133–4, 139, 140, 200
- Tsui, A. B. M. et al. 171–5
- Turner-Bisset, R. 29–30, 73, 200
- UCLES (University of Cambridge Local Examinations Syndicate) 19n, 20, 182
- Ur, P. 52
- van Essen, A. 13
- van Lier, L. 11–12
- Vygotsky, L. S. 177
- Walsh, S. 21
- Walters, S. 52
- weak interface position 15
- Webbe, J. 50
- Wenger, E. 189
- Westerman, D. 118
- Widdowson, H. G. 56, 66, 162–4, 202
- Wideen, M. et al. 184
- Wilkins, D. A. 32
- Williams, J. 17, 58
- Williamson, J. 21
- Willingham, D. B. et al. 14
- Wilson, S. M. et al. 170–1
- Woods, D. 72
- World Englishes 150
- Wray, D. 21
- Wright, T. 10, 20, 28, 32, 35, 39, 181, 183, 184–5, 186–8, 186f, 189
- Zhu, X. Y. 122–3, 124
- zone of proximal development (ZPD) 177–8