

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)

Author index

An italic number refers to information in tables, charts, figures, or footnotes.

- Abasi, A. R., Akbari, N., & Graves, B., 302
- Abriam-Yago, K., Yoder, M., & Kataoka-Yahiro, M., 351
- Aguilar, M., 226
- Akhutina, T. V., 91
- Akkerman, S., Admiraal, W., & Simons, R. J., 326
- Alanen, R., 45
- Allen, L., 48
- Allender, S. C., 396
- Allwright, R. L., 4
- Allwright, R. L., Woodley M. P., & Allwright, J. M., 168
- Alred, G. J., & Thelen, E. A., 16
- Alster, K. B., 351
- Altbach, P. G., 15
- Alvermann, D. E., 12
- Amaro, D. J., Abriam-Yago, K., & Yoder, M., 348, 349, 352
- Ammon, U., 341
- Anderson, J. R., 89, 91
- Anderson, N. J., 97, 139, 142
- Andrews, R., 255
- Angélil-Carter, S., 302, 314, 315
- Angouri, J., 21, 374, 376, 377, 378, 379, 382; Chapter 16 (373–394)
- Angouri, J., & Harwood, N., 374, 387
- Anson, C. M., & Foosberg, L., 389
- Appel, G., & Lantolf, J. P., 91
- Apple, M. W., 10, 15, 18
- Apple, M. W., & Christian-Smith, L. K., 15
- Archer, M. S., 92
- Arnold, J., 88, 89, 197
- Arnold, J., & Fonseca, C., 90
- Arnold, W., Blue, J., Bosma, A. S., Gillet, R., Korzhenyak, I., McCoy, A. L., et al., 407
- Arrastía, M., 411
- Aston, G., Bernardini, S., & Stewart, D., 63
- Atwell, N., 403
- Auerbach, E. R., 400, 403, 404, 405, 410
- Auerbach, E. R., Barahona, B., Midy, J., Vaquerano, F., Zambrano, A., & Arnaud, J., 410
- Avila, F. J., 92
- Ball, D. L., & Feiman-Nemser, S., 4
- Barbieri, F., & Eckhardt, S. E. B., 9
- Bardovi-Harlig, K., Hartford, B. A. S., Mahan-Taylor, R., Morgan, M. J., & Reynolds, D. W., 9–10
- Bargiela-Chiappini, F., & Harris S. J., 375, 383–384
- Bargiela-Chiappini, F., & Nickerson, C., 375
- Bargiela-Chiappini, F., Nickerson, C., & Planken, B., 375
- Barnett, M., 92
- Barton, D., & Tusting, K., 326, 327
- Basturkmen, H., 226
- Batstone, R., 39, 74
- Baynham, M., 252
- Bazerman, C., 254
- Beattie, G. W., 378
- Becher, T., & Trowler, P. R., 304

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)420 *Author index*

- Belcher, D., & Braine, G., 309
 Belcher, D., & Connor, U., 341
 Belcher, W. L., 325
 Bell, J., & Gower, R., 4, 16, 17, 81, 83
 Benesch, S., 7, 19, 20, 115, 308; Chapter 5 (109–128)
 Benfield, J., & Feak C. B., 284, 298
 Bennett, A., 378
 Berkenkotter, C., & Huckin, T. N., 254
 Biber, D., 231
 Biber, D., Conrad, S., & Reppen, R., 232
 Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E., 157, 231
 Bikowski, D., & Kessler, G., 138
 Bishop, H., 241
 Blonsky, P. P. I., 91
 Bolitho, R., 98
 Bolitho, R., Carter, R., Hughes, R., Ivanič, R., Masuhara, H., & Tomlinson, B., 93
 Bolitho, R., & Tomlinson, B., 93
 Bonzi, S., & Snyder, H. W., 303
 Borg, E., 302
 Borgman, C. L., & Furner, J., 303
 Boshier, S., 21, 348, 351, 352, 353, 356, 361; Chapter 15 (346–372)
 Boshier, S., & Bowles, M., 361
 Boshier, S., & Pharris, M. D., 349
 Boshier, S., & Rowekamp, J., 347
 Boshier, S., & Smalkoski, K., 349, 350, 358, 359
 Bourdieu, P., 327
 Bourke, J., 50
 Bouton, L. F., 20
 Bowles, H., 389
 Boxer, D., & Pickering, L., 10
 Braine, G., 323, 340
 Braten, S., 89
 Breen, M. P., & Candlin, C. N., 7
 Breen, M. P., Candlin, C., & Waters, A., 59, 77
 Breen, M. P., & Littlejohn, A., 7
 Brinton, D. M., 140, 141
 Brinton, D. M., Snow, M. A., & Wesche, M. B., 141
 Brooks, T. A., 303
 Brown, A. L., 182
 Brown, B. H., Mendelsohn, P. P., & Wilson, D. L., 406
 Brown, H. D., 133, 135, 140
 Brown, J. D., 3, 5, 134
 Bruer, J. T., 181
 Buck, G., 181, 202
 Burgess, S., & Fagan, A., 302
 Burns, A., 412
 Byrd, P., 85
 Byrnes, H., 89
 Cameron, R., 349, 350, 352, 357
 Campbell, C., 302
 Campbell, C., & Kryszewska, H., 7
 Canagarajah, A. S., 11–12, 18–19, 323, 324
 Canale, M., & Swain, M., 95
 Candlin, C. N., Bhatia, V. K., & Jensen, C. H., 10
 Candlin, C. N., & Hyland, K., 254
 Cano, V., 303
 Cargill, M., & O'Connor, P., 340
 Carter, R., 5, 9, 85
 Carter, R., & McCarthy, M., 85, 213
 Carver, R. P., 142, 142
 Casanave, C. P., 323, 326, 341–342
 Casanave, C. P., & Vandrick, S., 342
 Case, D. O., & Higgins, G. M., 303, 304
 Celce-Murcia, M., 140
 Chambers, F., 7
 Chamot, A. U., 190
 Chan, C. S. C., 10
 Chandrasoma, R., Thompson, C., & Pennycook, A., 302
 Chapelle, C. A., 58, 59, 64, 68, 69, 70, 72, 74
 Charles, M., 301, 304
 Cho, S., 323, 326
 Chubin, D. E., & Moitra, S. D., 303
 Clarke, D. F., 7
 Coates, J., 378
 Coffin, C., 257, 269
 Coffin, C., & Hewings, A., 256, 257, 265–268, 269

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Author index* 421

- Cohen, L., Manion, L., & Morrison, K., 304
 Coiro, J., 138
 Cole, S., 303
 Coleman, J., 59
 Collier, V. P., 351
 Collins, R., 92
 Condelli, L., Wrigley, H. S., & Yoon, K., 412
 Connor, U., & Upton, T. A., 282
 Conrad, S., 9
 Cope, B., & Kalantzis, M., 164
 Corder, S. P., 34
 Costello, P. J. M., & Mitchell, S., 255
 Coughlan, P., & Duff, P. A., 41
 Coxhead, A., 14, 148
 Coxhead, A., & Nation, P., 226
 Craik, F. I. M., & Lockhart, R. S., 50, 89, 92
 Crandall, J., 396, 397, 399, 400–401
 Crandall, J., & Peyton, J. K., 401
 Cronin, B., 303
 Cross, J., 185
 Crystal, D., 6
 Cuff, E. C., & Sharrock, W. W., 375
 Cullen, R., & Kuo, I.-C., 9
 Cummins, J., 95, 140, 350
 Cummins, J., & Swain, M., 350
 Cunningham, H., Stacciarini, J.-M., & Towle, S., 348
 Cunningsworth, A., 7
 Curry, M. J., & Hewings, A., 253
 Curry, M. J., & Lillis, T., 21, 323; Chapter 14 (322–345)
 Damasio, A., 89
 Davis, C. M., 358
 Day, R., 88
 de Andres, V., 90, 95
 de Bleser, R., & Marshall, J. C., 91
 de Guerre, M. C. M., 91, 92
 de Posada, J. M., 8
 de Ridder, I., 241
 Deacon, T. W., 212
 DeKeyser, R., 39
 deSwaan, A., 340
 Dindia, K., 378
 Dong, Y., 323
 Dörnyei, Z., 90
 Doughty, C., & Long, M. H., 68–70, 71, 72, 76
 Dreyden-Peterson, S., 396
 Dudley-Evans, T., 168, 253, 256, 308
 Dudley-Evans, T., & Hopkins, A., 256
 Dudley-Evans, T., & St. John, M. J., 4, 352
 Duff, P., 95
 Edelsky, C., 378
 Edge, J., & Wharton, S., 83
 Ediger, A. M., 132
 Edwards, N., 386
 Ellis, G., & Sinclair, B., 40
 Ellis, N. C., 41, 64
 Ellis, R., 5, 8, 20, 35, 37, 42, 46, 48, 49, 51, 93, 133, 140; Chapter 2 (33–57)
 Ellis, R., Basturkmen, H., & Loewen S., 40
 Emmitt, S., & Gorse, C., 378
 Erlam, R., 48
 Errey, L., 302
 Esrock, E., 92
 Estaire, S., & Zanon, J., 44
 Evans, N. W., Hartshorn, K. J., & Anderson, N. J., 20; Chapter 6 (131–156)
 Ewer, J. R., & Boys, O., 9, 374
 Eysenk, N. W., & Keane, M. T., 92
 Fairclough, N., 112
 FCE Handbook, 157, 164–175
 Feak, C. B., & Swales, J. M., 21; Chapter 12 (279–300)
 Feez, S., 164
 Femea, P., Gaines, C., Brathwaite, D., & Abdur-Rahman, V., 348
 Fenner, A. N., & Newby, D., 85
 Fenner, A. N., & Nordal-Pedersen, G., 98
 Ferguson, P., 405
 Field, J., 194
 Field, M. L., 141, 142, 146
 Flavell, J. H., 181–182

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)422 *Author index*

- Flavell, J. H., Miller, P. H., & Miller, S. A., 185
 Fleischman, P., 409
 Flores, M. M., 82
 Florez, M. C., 412
 Florez, M. C., & Burt, M., 396
 Flowerdew, J., 229, 282, 309, 323, 342
 Fortez, G. E., 82
 Fotos, S., 51
 Foucault, M., 112
 Fox, G., 85
 Freebairn, I., 15
 Freedman, A., & Adam, C., 388
 Freire, P., 112, 113, 405
 Frost, C. O., 303

 Gass, S. M., & Selinker, L., 398
 Gee, J. P., 63, 111–112
 Geoghegan, G., 228
 Gianola, A., 406
 Gilbert, G. N., & Mulkay, M., 254
 Gilmore, A., 5, 9, 20, 88, 95
 Giroux, H., 112, 113
 Gledhill, C., 226, 227
 Godwin-Jones, B., 61
 Goh, C., 21, 180, 181, 184, 185, 196, 197, 198, 199; Chapter 8 (179–206)
 Goh, C., & Taib, Y., 185, 198
 Goldberg, J. A., 378
 Goldstein, T., 114
 Gonzalez-Lloret, M., 59–60
 Gordon, D., 397, 403
 Gordon, S., 356
 Gouverneur, C., 9
 Grabe, W., 142
 Grabe, W., & Kaplan, R., 163, 164
 Granovetter, M., 327
 Graves, K., 5
 Gray, J., 11, 12
 Green, C. P., 89
 Gruba, P., 59, 60, 76
 Guhde, J.A., 348, 351, 358

 Haladyna, T. M., 361
 Hall, D., 82–83
 Halliday, M. A. K., 158
 Halliday, M. A. K., & Hasan, R., 162
 Hampel, R., 60, 62, 70–74, 73
 Hampel, R., & Baber, E., 72
 Hand, I. L., Noble, L., North, A., Kim, M. H., & Yoon, J. J., 293
 Harklau, L., 22
 Hartley, J., 293
 Harwood, N., 10, 17, 21, 282, 298, 302, 304, 308, 315, 325, 374, 386, 389; Chapter 1 (3–30); Chapter 13 (301–321)
 Harwood, N., & Hadley, G., 7, 308, 309
 Hatch, E., 34
 Hatch, E., & Brown, C., 145
 Hawkins, B., 351
 Heift, T., & Schulze, M., 66
 Heilenman, L. K., 3
 Hengl, T., & Gould, M., 324
 Hewings, M., 21; Chapter 11 (251–278)
 Hewings, M., & Hewings, A., 308
 Hidalgo, A. C., Hall, D., & Jacobs, G. M., 81, 82, 83
 Higgins, C., 215
 Hinchman, K., 12
 Hoey, M., 85, 168
 Holliday, A. R., 19
 Holmes, J., 9, 376, 387, 389
 Holmes, J., & Marra, M., 376
 Holmes, J., & Stubbe, M., 374, 375, 376, 384, 387, 389
 Holt, G. M., 399, 408
 Holt, G. M., & Holt, D. D., 400, 410
 Hondagneu-Sotelo, P., 398
 Hood, S., 405
 Huang, S.-C., Cheng, Y.-S., & Chern, C.-L., 19
 Huerta-Macias, A., 410
 Hughes, R., 21, 211, 212; Chapter 9 (207–224)
 Hulstijn, J. H., 181
 Humphrey, S., 257
 Hunston, S., 5, 301, 302
 Hussin, V., 352
 Hutchinson, T., & Torres, E., 4, 12
 Hutchinson, T., & Waters, A., 6, 84, 163, 228, 353

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Author index 423*

- Hyland, K., 6, 9, 10, 161, 163, 168, 228, 254, 282, 291, 293, 301, 302, 304, 308, 316
- Ilieva, R., 403, 412
- Ioannou-Georgiou, S., 138
- Ivanič, R., 308, 314
- Ivanič, R., & Camps, D., 255
- Jacobs, G. M., Power, M. A., Loh, & W. I., 184
- Jakubiak, C., 22
- Jakubiak, C., & Harklau, L., Chapter 17 (395–418)
- Jalili-Grenier, F., & Chase, M., 348, 349, 352
- James, D., & Clarke, S., 378
- James, M. A., 94, 95
- Jenkin, H., Prior, S., Rinaldo, R., Wainwright-Sharp, A., & Bialystok, E., 91
- Jenkins, J., 6
- Jiang, X., 10
- Johns, A. M., 309, 314
- Johnsen, E. B., 3, 11, 18, 20
- Johnson, J. R., 91
- Johnson, K., 13, 39, 43–44, 81
- Johnson, K., Kim, M., Ya-Fang, L., Nava, A., Perkins, D., Smith, A. M., Soler-Canela, O., & Lu, W., 14
- Johnson, M., 58
- Johnston, J. G., 348
- Jolly, D., & Bolitho, R., 84
- Jones, G., 386
- Jones, M., 225, 226, 228, 229, 230, 233
- Jones, M., & Haywood, S., 227, 237
- Jones, M., & Schmitt, N., 8, 21; Chapter 10 (225–248)
- Jones, R. H., 9
- Jordan, R. R., 6
- Kachru, B. B., 6, 215
- Kalmus, V., 18, 19
- Kataoka-Yahiro, M., & Abriam-Yago, K., 349
- Keane, M., 352
- Keating, M. C., 327
- Kerans, M. E., & Maher, A., 297
- Kerfoot, C., 19
- Khanna, A. L., Agnihotri, R. K., Verma, M. K., & Sinha, S. K., 396
- Kim, S., 228
- Kitchen, R., & Fuller, D., 325
- Klein, E. S., 91
- Klingner, J., Scanlon, D., & Pressley, M., 325
- Klisch, M. L., 348, 358
- Koester, A., 389
- Kolb, D., 93
- Korba, R. J., 91
- Kötter, M., 72
- Krashen, S., 87, 94
- Kress, G., 159, 160
- Kumaravadivelu, B., 19, 133, 135, 140
- Kuo, I.-C., 6
- Kurniawan, S. H., & Zaphiris, P., 138
- Lamy, M.-N., & Hampel, R., 60, 60
- Lantolf, J. P., 64
- Larrue, J., & Trognon, A., 383
- Larsen-Freeman, D., & Long, M., 34
- Lave, J., & Wenger, E., 326, 375
- Lea, M. R., & Street, B. V., 308, 314
- Lebrun, J. et al., 18
- Lee, D. J., 17
- Lee, D. J., & Swales, J., 281–282
- Lee, J., 44
- Lee, W. Y.-C., 5
- Leech, G., Rayson, P., & Wilson, A., 230
- Leontiev, A. A., & Ryabova, T. V., 92
- Leow, R. P., 66
- Leu, D. J., Jr., 138
- Levelt, W. J. M., 208
- Levis, J. M., 9
- Levy, M., 59, 60
- Levy, M., & Kennedy, C., 62
- Levy, M., & Stockwell, G., 58, 59–60
- Li, Y., 323, 324, 340, 342
- Liamputtong, P., 364
- Lieshoffer, S. C., Aguilar, N., McShane, S., Burt, M., Peyton, J. K., Terrill, L., et al., 402, 406, 407

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)424 *Author index*

- Lightbown, P., 34, 46
 Lillis, T. M., 302, 324
 Lillis, T. M., & Curry, M. J., 324, 327, 328, 329, 332, 336, 342
 Lillis, T. M., & North, S., 324
 Lin, A. M. Y., 114
 Lin, N., 327
 Lindemann, S., & Mauranen, A., 226
 Linell, P., 376
 Lipetz, B.-A., 303
 Littlejohn, A., 7, 15, 18
 Liu, M., 303
 Liu, X. L., 193–194, 196, 197
 Liu, X. L., & Goh, C., 185, 189, 191–192
 Liu, Y., 10
 Long, M. H., 6, 35, 41, 43, 87
 Loschky, L., & Bley-Vroman, R., 37
 Louhiala-Salminen, L., 374, 389
 Luke, A., 10, 112
 Lutz, J., 387
 Luzares, C. E., 82
 Lynch, T., 197

 Mace, J., 327
 Mahnen, B., 398, 400
 Maley, A., 58, 82, 84, 85
 Malu, K. F., & Figlear, M. R., 351, 355
 Malu, K. F., Figlear, M. R., & Figlear, E. A., 348
 Mares, C., 15, 85
 Mareschal, C., 185, 189
 Markee, N., 135
 Marra, M., 375
 Martin, D., 326
 Martin, J. R., & Rothery, J., 257
 Martín-Martín, P., & Burgess, S., 302
 Masuhara, H., 90, 91
 Masuhara, H., Tomlinson, B., Haan, M., & Yong, Y., 98
 Mathewson, G. C., 89
 Mauranen, A., 226, 340
 McCall, J. J., 287
 McCarthy, M. J., 85, 210
 McCarthy, M. J., & Carter, R., 9
 McCarthy, M. J., & O'Keefe, A., 212
 McDonough, J., & Shaw, C., 85
 McEney, T., & Kifle, N. A., 9
 McGrail, L., 410
 McGrath, I., 4, 7, 19, 84
 McGroarty, M., 398
 McKay, H., & Tom, A., 406, 407, 408
 McKay, S., 96
 Mehlinger, H. D., 15
 Memmer, M. K., & Worth, C. C., 348
 Menard-Warwick, J., 399, 404, 405, 412
 Mendelsohn, D., 190
 Met, M., 140, 141
 Methold, K., 84
 Mikk, J., 3, 3, 7
 Miller, J. A., 365
 Mishan, F., 3, 5, 85, 88, 95
 Mohamed, N., 50
 Moravcsik, M. J., & Murugesan, P., 303
 Morgan, B., 114
 Morrow, L. M., Gambrell, L. B., & Pressley, M., 402, 404
 Moskowitz, G., 40
 Mudraya, O., 226, 227
 Mukundan, J., 85
 Munby, J., 6
 Murray, D. E., 138, 396, 398, 399, 400, 403
 Murray, D. E., & McPherson, P., 139
 Murray, S. O., 378

 Nathan, P., 186
 Nation, I. S. P., 145
 Nation, P., 87, 226
 Nation, P., & Wang, K., 87
 National Reading Panel, 141
 Nesi, H., & Gardner, S., 252, 253
 Nicholls, J., 3, 11
 Nickerson, C., 389
 Norris, J., & Ortega, L., 46
 Norton, B., 412
 Nugent, K. E., & Cook, P., 348
 Nunan, D., 7, 82, 84, 133

 Odell, L., Goswami, D., & Herrington, A. J., 304
 Ogata, H., & Yano, Y., 65
 Olson, G. A., 16

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Author index* 425

- O'Neill, R., 4
 Oppenheim, C., & Renn, S. P., 303
 Oppenheim, C., & Smith, R., 314
 Orem, R. A., 411
 Osborne, J., 297
 Oxford, R. L., 140, 141

 Painter, C., 257
 Paivio, A., 92
 Paltridge, B., 10, 253
 Paris, S. G., & Winograd, P., 183
 Parks, S., & Maguire, M. H., 357
 Pavlenko, A., 89
 Peacock, M., 19
 Pecorari, D., 302
 Peirce, B. N., 397, 398, 399, 409, 410, 411
 Penaflores, A. H., 82
 Pennycook, A., 7, 19, 111, 114, 115, 302, 308
 Peters, M., Ono, Y., Shimizu, K., & Hesse, M., 18
 Petrić, B., 301, 302
 Peyton, J. K., 403, 408, 409
 Phillips, S., & Hartley, J. T., 348, 351, 352
 Pica, R., Kanagy, R., & Falodun, J., 43
 Pienemann, M., 41, 93
 Pingel, F., 3, 8
 Pogrund, P., & Grebel, R., 347
 Polodny, J., & Page, K., 327
 Poos, D., & Simpson, R., 226
 Popovici, R., & Bolitho, R., 98
 Porreca, K. L., 11
 Portes, A., 327
 Portes, A., & Rumbaut, R. G., 400
 Prabhu, N. S., 40
 Prensky, M., 64
 Prodromou, L., 6
 Prowse, P., 81

 Ravem, R., 34
 Ravitch, D., 15
 Rayson, P., 230
 Rayson, P., Wilson, A., & Leech, G., 232
 Read, J., 241
 Reagan, T., 111

 Reaser, J., & Adger, C., 17
 Reid, J. M., 134, 352
 Reinders, H., 45, 45, 62, 65, 67, 75
 Reinders, H., & Lewis, M., 65
 Reinders, H., & White, C., 20; Chapter 3 (58–80)
 Ribé, R., 85–86
 Rice, J. K., & Stavrianos, M., 396, 397, 398, 399, 400, 401, 407
 Richards, J. C., ix–xi, 3, 4, 5, 13–14, 15, 82, 86, 133, 134, 136
 Richards, J. C., & Rodgers, T. S., 5, 60
 Richardson, L., 324
 Rigg, P., & Kazemek, F. E., 403–404, 409
 Rivera, K., 114
 Roberts, C., & Baynham, M., 395, 412
 Roberts, J. T., 7–8
 Robinson, P., 89
 Rock, F., 327
 Rogerson-Revell, P., 374, 382, 386
 Römer, U., 9
 Rose, K. R., & Kasper, G., 9–10
 Rosell-Aguilar, F., 60, 70
 Rossner, R., 6, 84
 Rost, M., 90, 181
 Rothery, J., 257
 Rozul, R. H., 82
 Rubdy, R., 6
 Rubin, J., 399
 Rutherford, W. E., 39

 Sacks, H., Schegloff, E., & Jefferson, G., 378
 Sadoski, M., 92
 Sadoski, M., & Paivio, A., 92
 Sadoski, M., & Quast, Z., 92
 Salaberry, M., 60
 Salager-Meyer, F., 302
 Samraj, B., 17, 308
 Samuda, V., 3, 4, 13
 Sanner, S., Wilson, A. H., & Samson, L. F., 355, 360
 Sano, H., 340
 Santos, T., 113
 Sarangi, S., & Roberts, C., 375

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)426 *Author index*

- Savage, K. L., 401, 402, 406, 407
 Schegloff, E. A., 207, 373, 378
 Schlusberg, P., 407
 Schmidt, R., 41, 48
 Schmidt, R., & Frota, S., 93
 Schmitt, N., 226, 232
 Schneider, B., & Andre, J., 389
 Schneller, T., & Godwin, C., 357
 Schudson, M., 18
 Schumann, J. H., 89, 90
 Schwartzman, H. B., 375
 Schwienhorst, K., 74
 Scott, M., 281
 Scovel, T., 398
 Seedhouse, P., 41–42
 Segalowitz, N., 181
 Seidlhofer, B., 6
 Selinker, L., & Tomlin, R. S., 135
 Shadish, W. R., Tolliver, D., Gray, M., & Sen Gupta, S. K., 303–304
 Shannon, C., Wiebe, E., Jacot, F., Guilbert, E., Dunn, S., Sheldon, W., & Winikoff, B., 288
 Shardakova, M., & Pavlenko, A., 10, 11–12
 Sheen, R., 42, 51
 Sheldon, L. E., 8, 9
 Sheorey, R., & Mokhtari, K., 139
 Sherman, J., 302
 Shetzer, H., & Warschauer, M., 67
 Shi, L., 323, 342
 Shortall, T., 5
 Shulman, L., x, 133
 Silverman, N., 15
 Simon, R. I., 112
 Sinanu, F. L., Palupi, V. U., Anggraeni, A., & Hastuti, G., 196, 197
 Sinclair, J., 5, 288
 Skehan, P., 39, 43
 Skilton-Sylvester, E., 396, 397, 398, 402, 410
 Skutnabb-Kangas, T., 400
 Small, H., 303, 310
 Snow, A. M., 96
 Snow, M. A., 140, 141
 Snow, M. A., & Brinton, D. M., 140
 Snyder, H., & Bonzi, S., 304
 Sokolov, A. N., 91
 Spener, D., 405, 410
 Spiegel-Rösing, I., 303
 St. John, M. J., 342
 Starfield, S., 254
 Stark, J. S., & Lattuca, L. R., 134, 136
 Starke-Meyerring, D., 376
 Steels, L., 91
 Steinbrook, R., 356
 Stevick, E. W., 89
 Stoller, F. L., & Grabe, W., 134, 140–141
 Stoller, F. L., Horn, B., Grabe, W., & Robinson, M. S., 17
 Stoller, F. L., Jones, J. K., Costanza-Robinson, M. S., and Robinson, M. S., 17
 Stubbe, M., 377
 Stubbs, M., 160
 Sullivan, P., & Girginer, H., 374, 389
 Sutherland-Smith, W., 138
 Swain, M., 64, 94
 Swales, J. M., 16–17, 20, 168, 169, 257, 301, 302, 306, 340, 374, 386
 Swales, J. M., Barks, D., Ostermann, A. C., & Simpson, R. C., 6–7, 17
 Swales, J. M., & Feak, C. B., 16–17, 281, 302, 316, 325
 Swan, M., 39, 40, 42
 Tan, M. H., 84, 95, 192
 Tannen, D., 375, 378
 Tardy, C., 323, 340
 Tarone, E., Cohen, A., & Dumas, G., 34
 Tarone, E., & Yule, G., 353
 Taylor, M., 404, 409
 Thomas, S., & Hawes, T. P., 302, 316
 Thomas, W. P., & Collier, V. P., 400
 Thompson, G., & Ye, Y., 301–302, 316
 Thompson, P., 302, 304, 315
 Thompson, P., & Tribble, C., 302
 Thornbury, S., & Slade, D., 10, 212
 Thornton, P., & Houser, C., 62
 Thyer, B., 325
 Timmis, I., 6
 Tindale, J., 139–140

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Author index 427*

- Tomlinson, B., 4, 6, 8, 20, 58, 81, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98; Chapter 4 (81–108)
- Tomlinson, B., & Avila, J., 90, 92, 97
- Tomlinson, B., Dat, B., Masuhara, H., & Rubdy, R., 7, 98
- Tomlinson, B., & Masuhara, H., 85, 86
- Toulmin, S., 255
- Toulmin, S., Rieke, R., & Janik, A., 255
- Trahey, M., & White, L., 45
- Tribble, C., 21, 161, 162, 164, 167, 169; Chapter 7 (157–178)
- Tribble, C., & Jones, G., 85
- Trimble, L., 361
- Tsui, A. M., 4, 13
- Tudor, I., 7
- Ulitsky, H., 62
- Ullman, C., 408, 409, 410, 412
- Ushioda, E., 67
- Vacco, E., & Jablon, P., 406
- Vaille, B., & Quinn Williams, J., 409
- van den Branden, K., 94, 95
- Vandergrift, L., 184–185, 186, 188–189, 197
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodatari, M. H., 199
- VanPatten, B., 47–48
- Veenman, M. V. J., Van Hout-Wolters, B. H. A. A., & Afflerbach, P., 183
- Venezky, R. L., 18
- Vine, B., 378, 386
- Vinkler, P., 303, 304
- Vogely, A., 197
- Vygotsky, L. S., 91
- Wade, R. C., 18
- Wajnryb, R., 38
- Wang, P., & White, M. D., 304, 315
- Wang, Y., 60, 62, 70
- Ward, J., 226, 227
- Ware, P., & O'Dowd, R., 65
- Warschauer, M., 68, 138
- Warschauer, M., & Ware, P., 62
- Wasburn, L. H., 8
- Weinstein-Shr, G., 410, 411
- Weinstein-Shr, G., & Quintero, E., 399, 403
- Weir, C., 228
- Weissberg, R., & Buker, S., 325
- Wenden, A., 183
- Wenger, E., 326, 375
- Wepner, S., & Gambrell, L., 325
- West, M., 9, 148
- West, R., 6, 228, 352
- White, C., 59, 62, 70, 74
- White, H. D., 302, 303
- White, J., 46
- White, M. D., & Wang, P., 304, 315
- Wiley, T. G., 95
- Wilhoit, S. W., 149
- Williams, D., 7
- Williams, M., 10, 374, 380, 384
- Willis, J., 85, 98
- Wong, B. L., 406, 407, 408
- Wrigley, H. S., 397, 401, 408
- Yakhontova, T., 19, 325
- Yoder, M. K., 348, 349, 350, 352, 360
- Young, M. J., 15, 17
- Yutdhana, S., 60
- Zahorik, J. A., 18
- Zeng, Y., 186
- Zhao, Y., 61

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)

Subject index

An italic number refers to information in tables, charts, figures, or footnotes.

- ABE, *see* Adult Basic Education
 abstracts, 282, 284, 293, 293–296
 academic lingua franca, 340
 academic professional brokers, 338
 access, 62, 74
 Adult Basic Education (ABE), 399, 400
 Adult Education and Literacy Act (1998), 399
 adult ESL programs,
 materials development for, 395–413
 students in the USA, 397–401
 affective engagement, 89
 American Friends Service, 123
 analysis
 critical discourse, 122
 needs, 21, 75
 anxiety and motivation charts, 187, 197–198, 198
 applied linguistics, ix, 301
 applying, 96
 approach of materials, 5
 approach stage, 72
 argument, 255–256, 256, 257
 authentic language use, 9
 authentic materials, ix, 5, 63–64
 authentic speech, 221
 authenticity, 20, 63–64, 72, 82, 83, 84, 85, 87–88, 95
 in CALL, 68, 69
 backing, 255–256, 256
 basic interpersonal communication skills (BICS), 350
 BICS, *see* basic interpersonal skills
 BNC Spoken Sampler, 230–232, 231, 242, 243
 Brigham Young University, 133, 139
 brokers
 academic professional, 338
 language professional, 338
 literacy, 324, 329, 336–339
 building the context, 164, 165, 166–167, 176
 Bush, President, 110, 110
 Business English, 21, 373, 374, 387, 389
 business meetings, 374–375, 380–386, 387–388
 CAL, *see* critical applied linguistics
 CALL, *see* computer-assisted language learning materials
 CALP, *see* cognitive academic language proficiency
 Cambridge First Certificate in English (FCE), 21, 164–176
 CBE, *see* competency-based education
 CBI, *see* content-based instruction
 CCCN, *see* Centro Cultural Costarricense Norteamericano
 CELE, *see* Centre for English Language Education
 Centre for English Language Education (CELE), 225, 236, 242
 Centro Cultural Costarricense Norteamericano (CCCN), 139
 citations
 academic, 301–317

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Subject index* 429

- functions, 301, 302, 303–308, 305, 309–315, 310, 311
- interdisciplinary, 315
- intradisciplinary, 315
- claims, 255–256, 256, 258–259, 266
- CMC, *see* computer-mediated communication
- CofP, *see* Communities of Practice
- cognitive academic language proficiency (CALP), 95, 140, 350
- cognitive approach, 43
- cognitive engagement, 88–89
- cognitive strategies, 190
- cohesion, 21, 131, 133–138, 135, 137, 140–141, 143–144, 144–151, 152–153
- collaborative learning, 61
- commercial materials, ix, xi, 9
- communicating in the clinical setting, 358–359, 367–368
- communication
 - online, 64–65
 - strategies, 37
- communicative behavior types, 350
- communicative competence, 95
- communicative purposes, 83, 94–95
- communicative skills development, 61
- communicative tasks, 34
- Communities of Practice (CofP), 375–376, 378, 380, 387, 388
- community building, 61
- competency-based education (CBE), 401–403, 404, 405–408
- comprehension-based activities, 46
- computer-assisted language learning (CALL) materials, 58–77
 - authenticity in, 68, 69
 - design of, 59–61
 - features of, 61
 - organizational advantages of, 62–63
 - pedagogical advantages of, 63–68
 - practice of, 70–76
 - theory of, 68–70
- computer games, 63–64
- computer literacy development, 61
- computer-mediated communication (CMC), 64–65
- conceptualized power, 120
- conference abstracts, 329–332
- conference proposals, 326
- Congress, 109
- connecting, 89
- connections, making, 96
- consciousness-raising (CR) tasks, 33, 44, 48–51, 50, 52, 63
 - characteristics, 48–49
 - types of operations, 49
- content analysis, 8–12, 18
 - cultural, 10–12
 - linguistic, 8–9
 - qualitative, 8, 11–12
 - quantitative, 8, 11
- content-based instruction (CBI), 133, 136, 140–141, 143
- content-based materials development, 131–153
- content focus, 163–164
- content knowledge, 162, 163, 166
- content materials, 59, 76
- context, 374
- context-dependent features, 74
- context knowledge, 162, 163, 166
- contextual factors, 14
- contextual realization of materials, 84
- contextualization, 88, 94
 - of academic writing, 254
- contextualized grammar activities, 35–37, 36, 39
- control, 67, 74
- convergent orientation, 43
- corpus analysis, 229, 243
- corpus-based analysis, 290
- corpus-based approach, 84
- corpus-based materials, 84
- corpus-based methodology, 227
- corpus data, 226, 233–236
- corpus-informed materials, 279–299
- corpus linguistics, x
- corpus, subcorpora, 229
- cost efficiency, 63, 74
- counter-recruiter, 123–125

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)430 *Subject index*

- CR, *see* consciousness-raising tasks
creative approach, 85
credit citations, 301, 307
critical applied linguistics (CAL),
 111–115
critical dialogue, 114
critical discourse analysis, 122
critical materials 109–126
critical pedagogy, 7, 112, 113, 114, 125
critical pragmatic approach, 308–309
critical praxis, 109–126
critical reading, 355–356, 364
critical thinking, 355–356, 364
critique, 113
cross-curricular skills, 96
- design
 of materials, 5
 of tasks, 33
 principles, 71
 stage, 72
- dialogic discourse, 43
dialogic process, 116
dialogic teaching, 114
dialogue, 109, 113–114
 critical, 114
dictogloss task, 38, 38
direct-consciousness-raising, 51
discipline expert, 338
discourse, 111–112, 114, 115
 analysis, x
 dialogic, 43
 normative, 115
distance foreign-language learning,
 69–74
- EAP, *see* English for Academic Purposes
education, 113
educational games, 63
ELC, *see* English Language Center
ELF, *see* English as a Lingua Franca
ELSAC, *see* English Language
 Self-Access Centre
ELT, *see* English language teaching
emergentism, 41
emotion, role of, 89
- empirical evaluation, 8
empowerment, 67–68, 74 (*see also*
 power)
end-of-life issues, 359–360
engagement, 64, 67, 69
 affective, 89
 cognitive, 88–89
engaging citations, 301, 308
English as a Lingua Franca (ELF), 6
English as a Second Language (ESL),
 395–396
English for Academic Purposes (EAP),
 6–7, 16–17, 301
 learners, 325
 materials, 325
 pedagogy, 227
 proficiency, 227
English for Cross-Cultural Nursing
 course, 346, 356, 361, 362–363
English Language Center (ELC), 133,
 139
English Language Self-Access Centre
 (ELSAC), 74, 76
English Language Teaching (ELT), 132,
 346
 curriculum, 211
 principled approaches to development
 of materials, 86–98
enriched-input activities, 52
ESL, *see* English as a Second Language
essay, 252–253
 argumentative, 257
 assessed, 252
essay writing
 approach to, 253–268
 materials development for, 251–277
ethnographic data, 331, 335–336, 340
ethnographies, 12, 18–20, 21
evaluating, 89, 96
evaluation
 empirical, 8
 materials, 3, 8
 of comprehension, 132
 predictive, 8
 retrospective, 8
evidence, 259–265

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Subject index* 431

- exemplar-based linguistic knowledge, 43
- experiential approach, 93
- explicit knowledge, 50–51
- explicitness of the forms, 374
- FCE, *see* Cambridge First Certificate in English
- feedback, 66, 74, 75, 83, 94, 241
- Feez's teaching-learning cycle, 164
- flexibility, 83, 84, 95
- fluency, 131
 - in reading, 141–143
- focus
 - content, 163–164
 - language, 164
 - meaning, 68, 69, 72
 - on form, 41, 68, 69, 72
 - task, 164
- focused tasks, 36–38, 44, 45
- form–meaning mapping, 52
- formulaic sequences, 227
- Foucauldian notion of resistance to power, 112
- framework, 98
- Freire, Paulo, 405
- Freirean approach, 395, 404–405, 409–412
- Friends of William Blake, 124
- functional literacy, 95
- Garrovillas, James, 110
- gender stereotyping, 11
- general academic, 338
- genre, 9, 10
- genre analysis, x, 256–257, 281
- genre-based approach, 157–177
- genre-specific computer corpora, 5
- grammar teaching, 33, 34, 44–51, 52
- grounds, 255–256, 256
- guided reflections on listening, 186–187, 187, 195–200
- Gutierrez, José Antonio, 123–124
- heuristics, 322–342
 - approach, 322, 325–326
 - as a design tool, 327–328
 - research-based, 339–341
 - sections of, 328
 - with brokers, 329, 336–339
 - with networks, 329–336
- holistic approach, 395, 403, 408–409
- holistic literacy
 - classrooms, 404
 - programs, 408–409
- hope, 109, 112–113
- humanizing the coursebook, 85
- humility, 115
- identity creation, 61
- imaging, 96
- immigrant students in nursing, 346, 347–349, 354
- implementation, 73
- implicit knowledge, 41
- independent construction of the text, 164, 165, 169–173, 176
- indirect-consciousness-raising, 51
- information-gap task, 37, 43
- information structure, 171
- inner speech/voice, 91–92, 96
- input, 163
- input-enrichment activities/tasks, 45, 45–46
- instructional approach, 401–412
- intake assessments, 409–410
- integrated experiential listening tasks, 186–195, 187
- interaction, 64–65, 94
- Interaction Hypothesis, 43
- interactional linguistics, 212
- international students in nursing, 347, 354
- interpretation activities, 33, 44–48, 52
- interpreting, 89, 96
- interruption skills, 218–220, 378, 379
- joint construction of the text, 164, 165, 169–173, 176
- journal articles, 326, 332–336
- knowledge, implicit, 41

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)432 *Subject index*

- language, 9
- language acquisition, principles of, 87–95
- language advisory sessions, 75
- language-as-discourse, 112
- language experience approach (LEA), 401, 403–404, 408–409
- language focus, 164
- Language for Business Purposes, 389
- language interdependence hypothesis, 350
- language-learning potential, 68, 69
- language pedagogy, 34, 39, 52
- language professional brokers, 338
- language proficiency, 133
- language representation, theory of, 43
- language syllabus, 20
- language system knowledge, 162, 163, 166
- language-teaching principles, 95–97, 133
- LEA, *see* language experience approach
- learner autonomy, 69
- learner-based teaching, 7
- learner-centered approach, 7
- learner-centeredness, 7
- learner development, 83
- learner fit, 68, 69
- learner interpretation of tasks, 74
- learning, as a reading principle, 142, 142
- learning plan, 75
- learning record, 75
- learning strategies, 75
- lesson content, x
- lexical approach, 227
- lexical density, 158
- lexico-grammar, 171
- limitations of classrooms, 109
- lingua franca, academic, 340
- linguistic decoding, 91
- linguistic encoding, 91
- linguistic goals, x
- linguistic knowledge
 - exemplar-based, 43
 - rule-based, 43
- linguistic strategies, 380
- linguistics
 - applied, ix, 301
 - corpus, x
 - critical applied (CAL), 111–115
 - interactional, 212
 - linking language and content, 131
 - linking related texts, 164, 165, 173–175, 176
 - listening
 - buddies, 187, 192–193, 193
 - diaries, 187, 196, 197, 199
 - in the clinical setting, 357–358, 366–367
 - materials development for, 179–203
 - literacy brokers, 324, 329, 336–339
 - literacy, ESL, 395, 399, 403, 404–405
 - literacy instruction, 402, 403
 - literacy skills, 69
 - localization, 84
 - Lyceum, 72, 73, 73
- MALL, *see* Mobile-Assisted Language Learning
- MALQ, *see* Metacognitive Awareness Listening Questionnaire
- mapping, form–meaning, 52
- materials, 3
 - authentic, ix
 - commercial, ix
 - computer-assisted language learning (CALL), 58–77
 - content, 59, 76
 - corpus-informed, 279–299
 - evaluation of, 3, 8, 85
 - process, 59, 76
 - traditional non-CALL, 58, 59
 - writers/writing, 6, 13–18, 81–100
- materials development, ix–xi, 3–22, 81–100
 - adult ESL programs, 395–413
 - content-based, 131–153
 - essay writing, 251–277
 - listening, 179–203
 - nursing, 346–369
 - principles of, 82–84
 - reading, 131–153
 - speaking, 207–223
 - technology in, 58–77

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)*Subject index* 433

- vocabulary, 225–246
- writing, 157–177, 284–296
- meaning focus, 68, 69, 72
- meaning-focused task, 68
- meeting skills, business, 373–391
- meeting talk, 374
- meetings, business, 374–375, 380–386, 387–388
- memorizing, 142, 142
- mental imaging, 90
- mental resources, 90–93
- mentoring, 61
- metacognition, 181
- metacognitive awareness, 67, 69
 - in listening, 201
- Metacognitive Awareness Listening Questionnaire (MALQ), 199
- metacognitive cycle, 185
- metacognitive experience, 182
- metacognitive focus, 40
- metacognitive framework, 201
- metacognitive instruction, 180, 181, 184, 185–187, 187, 200–202
- metacognitive instructional materials, 200–201
- metacognitive knowledge, 182, 182–183, 197, 199, 201, 201
- metacognitive listening instruction, 21
- metacognitive listening sequence, 182, 187, 188–190
- metacognitive strategies, 67, 183, 183, 190, 201, 201
- metadiscourse, 356–357, 364–365
- military recruiters/recruitment, 109–126
- Mobile-Assisted Language Learning (MALL), 62, 63
- modeling and reconstructing the text, 164, 165, 167–169, 176
- monitoring
 - and recording of learning, 67
 - of progress, 74
- move analysis, 170
- move structure, 171
- multidimensional representation of language, 91
- multimedia, 66
 - resources, 74
- multimodal environment, 74
- multinational company, 376
- My English*, 76
- National Center for Family Literacy (NCFL), 400
- National Literacy Act of 1991, 399
- NCFL, *see* National Center for Family Literacy
- NDSC, *see* Needs-Driven Spoken Corpus
- needs
 - of learners, 162–163
 - of teachers, 163–164
- needs analysis, 21, 75, 228, 243, 352–354, 405–406, 408, 409–410
 - survey, 228–229, 242
- Needs-Driven Spoken Corpus (NDSC), 225, 229, 230, 242, 243
- negotiation, 51
- non-CALL materials, 76
- nonlinear access, 74
- nonlinearity, 66–67
- normative discourses, 115
- normative discursive practices, 112
- noticing, 41, 51, 93
- Noticing Hypothesis, 41, 42
- nursing, materials development for, 346–369
- objective analysis, 295
- Odd One Out activity, 234–235, 235
- online reading, 138–139
 - strategies, 139
 - vs. printed materials, 131, 138–139, 152
- online self-access environment, 74–76
- Online SORS (OSORS), 139
- open-sentence analysis, 294
- open-source technologies, 63
- Open University UK, 72
- organizing information, 265–268
- OSORS, *see* Online SORS
- OT, *see* overlapping talk
- output activities, 94

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)434 *Subject index*

- overlapping talk (OT), 382–386
 - in business meetings, 374, 378–380
- PARSNIP (politics, alcohol, religion, sex, narcotics, -isms, pork), 11
- participatory ESL literacy approach, 395, 404–405, 409–412
- PAW, *see* Professional Academic Writing
- pedagogic tasks, 35
- pedagogical design, 60, 60
- pedagogical realization of materials, 84
- pedagogical reasoning skills, *x*
- pedagogy
 - critical, 112, 113, 114, 125
 - EAP, 227
 - language, 34, 39, 52
- peer-designed listening tasks, 187, 193–194
- person knowledge, 182, 182
- personalize the materials, 96–97
- position citations, 301, 307
- positive affect/self-esteem, 89–90, 95
- positive impact, 68–69, 69, 72–73
- possibility, 109, 113
- postlistening perception activities, 187, 194–195, 200
- power, 110, 111, 112–113, 122 (*see also* empowerment)
 - conceptualized, 120
 - of the military, 116, 120, 121, 122, 125
 - relations, 123
 - vs. resistance, 112
- PPP, *see* present–practice–produce sequence
- practicality, 69, 69, 72, 76
- pragmatics, *x*, 9–10
- praxis, critical, 109–126
- predicting, 89, 96
- predictive evaluation, 8
- pre-evaluation phase, 7
- present–practice–produce (PPP)
 - sequence, 39–40, 42, 52, 98
- presentational details, 15–16
- principled approaches to development of ELT materials, 82, 83, 86–98
- principled frameworks, 85, 86
- principles
 - language acquisition, 87–95
 - language teaching, 95–97
- printed materials vs. online reading, 131, 138–139, 152
- procedural syllabus, 40
- procedure of materials, 5
- procedure stage, 72
- process-based discussions, 187, 198–199
- process-based instruction materials, 181
- process materials, 59, 76
- process-oriented book, 16
- Processing Instruction, 47–48
- production-based activities, 52
- production of materials, 84
- Professional Academic Writing (PAW), 323, 325, 326, 328, 339
- proficiency, 132
 - EAP, 227
 - language, 133
- proselytizing, 113, 114
- qualifiers, 255–256, 256
- rauding, 142, 142
- reading, 131–132
 - comprehension, 142
 - fluency, 141–143
 - materials development, 131–153
 - online, 131, 138–139
 - processes, 142
 - purpose, 132
 - rate, 142
 - research, 132
 - speed, 138, 142
- real-life data, 373–391
- real-life interactions, 386
- rebuttals, 255–256, 256, 257, 267
- recycling, 84, 88
- reflexivity, 109, 115
- reformulation, 171, 172
- regime of competence principle, 64
- repetition, 87
- rephrasing activity, 292
- research networks, 339

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)

Subject index 435

- resistance, 112–113
 - vs. power, 112
- responsiveness, 21, 131, 133–140, 135, 137, 143–144, 144–151, 152–153
- retrospective evaluation, 8
- rhetorical consciousness, 281, 281
- role-playing, 358–359
- rule-based linguistic knowledge, 43
- scanning, 142, 142
- second-language acquisition (SLA), 5, 20
 - research, 33–54
- second language readers, 132
- second language teacher-education
 - programs, ix
- self-directed listening, 187, 190–192, 191
- self-othering, 112, 114, 115
- self-reflexivity, 115, 121–123
- self-report checklists, 187, 199–200
- self-representation, 255
- September 11, 2001, 110
- sequence-of-lesson procedures, 189–190
- sequencing task, 169
- sharing and recycling of materials, 62–63
- signposting citations, 301, 305–306
- situated learning, 65
- situatedness, 109, 114–115
- skimming, 142, 142
- SLA, *see* second-language acquisition
- social-affective strategies, 190
- social network theories, 325, 326–327
- social-practice approach, 340
- social practices, 325, 326–327
- sociocultural theory, x
- Solomon Amendment, 109–110, 116, 118
- SORS, *see* Survey of Reading Strategies
- Sound understanding: Listening and language awareness tasks*, 225, 226, 233, 241, 242
- speaking
 - materials development for, 207–223
 - skills, 21, 209–214, 221–222
 - teaching of, 210
 - vs. writing, 157–160, 209
- Specogna, Heidi, 123
- speech
 - authentic, 221
 - processing, 208
 - production, 208
 - rhythm, 217–218
 - spontaneous, 214–215, 221
- SQL (Structured Query Language)
 - queries, 75
- stability, 21, 131, 133–138, 135, 137, 141–143, 143–144, 144–151, 152–153
- storage and retrieval of records, 62, 74, 75
- storyline, 84
- strategy approach, 179
- strategy knowledge, 182, 182
- structured-input activities, 33, 45, 46–48, 47, 52
- student's position, 268
- supporting citations, 301, 306–307
- Survey of Reading Strategies* (SORS), 139
- syllabus
 - language, 20
 - procedural, 40
- systematic observation, 95
- target situation analysis, 228
- target structure, 37
- target tasks, 35
- task(s), 33–53
 - communicative, 34
 - consciousness-raising, 33, 52
 - define, 76
 - design of, 20, 33, 42–44, 70–74
 - development, 60, 72
 - dictogloss, 38, 38
 - focused, 36–38, 44, 45
 - frame, 44
 - function, 43
 - genre, 43, 44
 - information-gap, 37, 43
 - input-enrichment, 45, 45–46
 - integrated experiential listening, 186–195, 187
 - knowledge, 182, 182
 - learner interpretation of, 74

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Index

[More information](#)436 *Subject index*

- task(s) (*cont.*)
 - outline of, 73
 - pedagogic, 35
 - peer-designed listening, 187, 193–194
 - sequencing, 169
 - target, 35
 - unfocused, 36, 51
 - value of, 42
- task-as-process, 41
- task-as-workplan, 41
- task-based language teaching, 33, 40–42
- task-based learning, 69
- task-based teaching, 42, 52
- task-supported language teaching, 33
- teachability, 41
- Teachability Hypothesis, 41, 42
- teacher factors, 14
- teaching procedure, 60, 60
- technology-based learning, ix
- technology-driven materials, xi
- technology in materials development, 58–77
- TESOL curriculum, 5–8
- text-based approach, 84
- text-messaging, 63
- theme-based approach, 84
- theoretical approach, 60, 60
- theory of language representation, 43
- topic-based approach, 84
- training, 113
- turn taking, 373–391
 - patterns, 374, 382–386, 387–388
- validating students' perspectives, 359–360, 368
- variety, 87
- visual imaging, 92–93
- vocabulary
 - academic, 226–227
 - discipline-specific, 233–236, 243
 - mastery, 147
 - materials development for, 225–246
 - technical, 227
- warrants, 255–256, 256
- Web-dependent learning, ix
- Web quest, 64
- workplace interactions, 375–376
- writer's "voice," 254–255
- writing
 - for publication, 279–299
 - materials development for, 6, 157–177, 284–296
 - process knowledge, 162, 163, 166
 - professional academic practices, 322–342
 - progress notes, 357, 365–366
 - teaching of, 160–162
 - vs. speaking, 157–160, 209