

Cambridge University Press

0521781353 - Second Language Listening: Theory and Practice

John Flowerdew and Lindsay Miller

Index

[More information](#)*Index*

- accent(s), 14, 117, 118, 119, 121, 130, 132, 177
- active viewing, 172, 173, 176
- age, 13, 21, 22, 31, 62, 87, 103
- ambiguity, 52, 57, 58, 59
- assimilation, 33, 48
- attitude, 73, 91, 130
- aural/oral method, 5
- authentic/authenticity, 14, 15, 16, 17, 72, 172, 176, 177, 192, 200, 201, 202, 204
- automatic processing, 28
- autonomous learner, 16
- back-channeling, 89, 116
- beliefs, 87, 108, 171
- child/children/childhood, 21, 22, 31, 42, 44, 50, 54, 59, 61, 98–99, 125
- coherence, 39, 40, 48
- cohesion, 39
- consonants, 10, 22, 31, 34
- controlled processing, 28
- conversation
 - closings, 53, 116
 - openings, 53, 116
 - topics, 53
- dialogue, xii, 8, 9, 10, 13, 16, 88, 89, 103, 104, 116, 126, 128, 135, 205
- drills, 8, 9, 10, 170, 171, 178
- elision, 33
- ellipsis, 14, 39
- ethnicity, 62, 87
- fillers, 14, 111
- fricatives, 34
- gender, 87
- genre/generic, 42, 43, 48, 49, 94, 102, 146, 167, 168, 174, 175
- gestures, 55, 57
- grammar, xi, 4, 5, 6, 8, 19, 33, 36, 67, 98, 106, 180, 181, 189, 192
- group work, 69, 157, 179
- hear/hearing/hearer, 6, 7, 10, 11, 12, 15, 18, 19, 21, 22, 27, 28, 35, 37, 44, 52, 67, 73, 74, 76, 77, 89, 93, 94, 95, 104, 114, 128, 134, 136, 139, 153, 160, 166, 170, 199, 200
- hesitation(s), 14, 48, 111
- Human information-processing system, 23
- inferencing, 7, 69, 75, 81, 100, 101, 108, 114, 132, 189
- input, 12, 181, 185
- integrated model,
- intonation, 12, 33, 37, 51, 56, 57, 70, 81, 105, 115, 170, 206
- knowledge
 - kinesic, xii, 30, 45
 - phonological, 30
 - pragmatic, xii, 26, 30, 40, 46
 - semantic, xii, 24, 26, 30, 38, 39, 40, 41, 43, 46, 199

Cambridge University Press

0521781353 - Second Language Listening: Theory and Practice

John Flowerdew and Lindsay Miller

Index

[More information](#)222 *Index*

- knowledge (*cont.*)
 syntactic, xii, 24, 26, 30, 33, 35, 36,
 37, 38, 41, 46, 199
- learner centered, 87, 139, 145
- learning goals, 3, 4, 6, 7, 9, 11, 13, 14,
 16, 18
- learning strategies, 64, 65, 67, 68, 69, 80,
 92, 102
- learning styles, xii, 27, 29, 62, 63, 64, 65,
 67, 69, 81, 87, 179
- lectures, 48, 49, 71, 72, 80, 90, 94, 111,
 112, 137, 138, 145, 146, 147, 155,
 162
- lexis/vocabulary, 10, 37, 92, 198
- listening
 active, 134
 extensive, 136, 165, 168, 194, 196
 fluency, 19
 for information, 8, 13, 17, 105, 153
 for specific vocabulary, 8
 intensive listening, 169, 170, 171, 176,
 177
- memory sensors
 long term, xii, 23, 24, 28
 short term, xii, 23, 24, 28, 112
- minimal pairs, 199
- monologue, xii, 52, 88, 89, 145
- nationality, 87, 117, 118
- native speakers, 5, 34, 67, 165, 166
- nonnative speakers, 51
- output, 12
- overhearer, 89
- paralinguistics, 41, 75, 101, 172
- parallel processing, 26
- parsing, 6, 35, 36, 70
- pauses(s), 50, 51, 54, 56, 57, 60, 61, 70,
 176
- pedagogical model, xi, xii, xiii, 28, 97,
 98, 124, 162, 183, 194, 195, 196,
 198, 202, 208, 209, 210
- pedagogy, xii, 14, 29, 30, 36, 59, 89, 92,
 181
- phonemes, 10, 24, 30, 31, 198, 199
- phonology, 27, 37, 46, 87
- planned/unplanned, 49
- plosives, 34
- proportions, 39, 40, 41
- psycholinguistic models,
 bottom-up, xii, 24, 25, 27, 28, 29
 interactive, xii, 24, 26, 28, 29
 top-down, xii, 24, 25, 27, 28, 29
- psycho-perceptual processing, 52
- questions
 postlistening, 185, 189, 190, 191
 prelistening, 185, 186, 189, 191
 while-listening, 185, 186, 189, 190
- reformulation, 52, 55, 89, 140, 144, 145
- register, 94
- repair, xii, 52, 56, 57, 59, 89, 157
- rhythm, 32, 154
- schema/schemata, 16, 17, 25, 26, 27, 28,
 77, 87, 94, 153, 176, 189
- segmentals, 10, 11
- self-access center, 162, 172
- spoken text
 interactional language, 47, 59
 spokenness, 48, 49
 transactional language, 47, 59
- strategies
 cognitive, 67, 68, 75, 100, 101, 102,
 104, 105, 108, 109, 110, 116
 effective, 16, 17, 62, 69, 70, 82
 ineffective, 69, 70, 82
 metacognitive, 67, 68, 69, 74, 100,
 101, 102, 104, 105, 108, 109, 110,
 116, 146
 socioaffective, 67, 100, 101, 102, 104,
 105, 108, 109, 110, 116, 123
- stress, 10, 12, 31, 32, 33, 51, 81, 105,
 115, 206
- styles
 deep learners, 63
 field-dependence, 63
 field-independence, 63
 strategic learners, 64
 surface learners, 63

- suprasegmentals, 10
- syntax, 27, 35, 36, 37, 38, 39, 40, 41, 46, 57, 87, 92
- teaching approaches, xi, 3
- teaching methods, 6, 19, 64, 68, 69, 171, 184, 191
- technology
 - audio taperecorder, xii, 165, 167, 168, 171, 182
 - CD-Rom, 178, 179, 180
 - computer (CALL), 178, 183
 - language laboratory, xii, 165, 171, 172, 183, 203
 - radio, xii, 19, 48, 49, 71, 91, 93, 130, 132, 133, 134, 135, 136, 137, 165, 166, 167, 168, 172, 182, 183
 - TV, 166
 - video, xii, 45, 75, 80, 81, 92, 138, 141, 155, 165, 166, 172, 173, 174, 176, 177, 178, 179, 181, 182, 183, 193, 207
 - WWW, 181
- tests/testing
 - achievement, 203, 204, 206
 - diagnostic, 203, 204, 206
 - placement, 202, 203, 204, 206
 - proficiency, 199, 201, 202, 203, 204, 205, 206
- textbooks, xii, 98
 - advanced, 98–99, 111, 114
 - beginners, 98, 102
 - intermediate, 106, 110
 - low-intermediate, 103, 106
- textual cues, 7
- TOEFL, 7, 155, 156
- tone, 10, 15, 32, 33, 40, 42, 48, 51, 75, 188
- turn-taking, xii, 52, 57, 59, 89, 116
- two-phase pattern drill, 10
- unauthentic, 177
- utilization, 70
- values, 87, 135
- viewing for pleasure, 174
- visual support, 192, 193, 197, 204, 205
- vowels, 22, 31, 34
- wash-back, 8
- written text
 - writtenness, 48, 49