

Index

References to programs or levels of instruction (adult, university, bilingual education, etc.) include discussion of studies conducted on such populations, without necessarily specific comment on the levels or programs per se.

Abbreviations: *n.*, footnote on page; *t.*, table on page; *f.*, figure on page

- acquisition, *see* formal acquisition/
 - instruction, naturalistic
 - acquisition
- act, 20, 41–4, 51, 101
 - see also* function
- activity, 21, 26, 54, 187, 188
 - see also* task
- adult classes, 98, 99, 107, 112, 135–6, 137, 138, 164–5, 187
- affective variables, 101, 134
- age as a factor in learning, 103, 112–13, 166, 168, 172, 188
- Allen, J.P.B., 18*t.*, 21, 22*t.*, 27
- Allwright, R.L., 10, 17, 18*t.*, 47, 144–5
- Annet, J., 133, 134
- Arens, K., 8
- attitudes, 5, 111, 124, 135–6, 173
 - see also* affective variables
- audiolingual approach, 28, 29, 133
- Bailey, K.M., 46
- Bailey, L.G., 25
- Baker, K.A., 29
- Barkman, B., 18*t.*
- Barnes, D., 126
- Bellack, A.A., 14, 33, 40, 50
- Beretta, A., 30
- Bialystok, E., 17, 18*t.*, 51, 53, 60*t.*, 110*t.*, 111–12, 127
- Biddle, B.J., 2, 3*f.*, 19*t.*, 39, 50
- bilingual education, 29, 47, 51, 52, 53, 54, 86, 97, 98, 103–4, 113, 115–16, 120, 121–5, 127, 137–8, 171–2, 186, 187
- Blau, E.K., 156
- Breen, M.P., 10
- Brock, C.A., 173, 176, 177, 190
- Brooks, N., 133
- Brown, C., 46
- Brown, G., 41*n.*
- Brown, J.D., 160
- Brown, Ron, 156
- Bruck, M., 122, 172
- Bruton, A., 177
- Buckheister, P.E., 128
- Burt, M.K., 136
- Capelle, G.C., 18*t.*
- Carrasco, R.L., 46
- Carroll, J.B., 20
- Carton, A.S., 18*t.*
- categories of analysis, 17, 21–3, 38–45, 181–2
 - inference of, 19–20, 26, 44, 145, 181
- Cathcart, R., 44, 47, 92*t.*, 98–9, 103–4, 135
- Cervantes, R., 156
- Chaudron, C., 7, 24*n.*, 60*t.*, 64*t.*, 70,

216 *Index*

- Chaudron, C. (*cont.*)
 - 71, 72, 78, 79, 80t., 86, 87, 129–30, 136–7, 138, 141t., 142, 144, 145, 146t., 149–50, 151n., 156, 176, 177, 190
- Chenoweth, N.A., 135–6
- Chesterfield, K.B., 110t., 113, 115–16, 173n.
- Chesterfield, R., 110t., 113, 115–16, 122–3, 168, 172, 173n., 187
- Chun, A.E., 136
- clarification request, 45t., 107, 131
- classroom research
 - generalizability of, 23, 48–9, 102
 - goals/objectives, 1
 - introspection in, 39
 - methods, 10–11, 13–49, 180–4
 - model of, 2
 - reliability/validity of, *see* reliability, validity
- collaborative tasks, 177
 - see also* task
- communication unit (C-unit), 45t., 78, 99
 - see also* T-unit, unit of analysis
- communicative orientation, 27
 - see also* focus of instruction
- comparison classes, native language, 56–59t., 60–65t., 92–97t.
- comprehensible input, 6, 154–7, 178, 189–90
- comprehensible output hypothesis, 91, 96, 190
- comprehension, 6, 9, 55, 70, 97, 100, 101, 154–7, 165, 169, 177–8, 189–90
- comprehension check, 45t., 71, 107, 130–1
- confirmation check, 45t., 107, 130–1
- content learning, 8, 83, 127, 133, 136, 174, 175
- context variables, 2, 28–9, 51, 53, 98–9, 103–4, 123, 185–6
 - see also* bilingual education, foreign language instruction, immersion classes, second language instruction
- Cook, T.D., 15–16
- Cooley, W.W., 2
- correction, 111, 132–53, 176–7
 - see also* error treatment, feedback, repair
- correctness of responses, 96–7, 145n., 169, 176, 190
- correlational analysis, 30–1, 101n., 102n., 112, 160, 168, 169, 171, 172, 183–4
 - see also* multiple correlation
- Coulthard, M., 14, 40–1, 42f., 44, 53, 86
- Courchêne, R., 137, 138t., 141t., 150
- Crookes, G., 177, 188
- cultural factors, 105, 112–13, 119–20, 128
- Cummins, J., 187
- Czech as a foreign language, 68, 70–1
- Dahl, D.A., 59, 62t., 66t., 68, 74t., 77, 78, 80t., 154–5
- Day, R.R., 94t., 102, 103n., 142, 143f., 182
- de Kanter, A.A., 29
- diary studies, 46
- dimensions of analysis, 14, 21–3
 - and multiple codes, 20
- Dinsmore, D., 127
- discourse analysis, 14, 39, 40–5, 119
- Doughty, C., 92t., 96t., 98, 107–8, 131, 151, 175, 187
- Downes, N., 56t., 59, 69, 70, 71
- Duff, P., 94t., 99, 105, 109, 188
- Dunkin, M.J., 2, 3f., 39, 50
- Dutch as a second language, 171
- Early, M., 62t., 74t., 76, 79, 80t., 82, 83, 84–5, 84t., 126, 127, 131
- effect size, 16, 29, 89n.
- elementary school classes, 26, 40, 51–4, 72, 75, 84, 86, 91, 97, 98, 103–4, 113, 116, 120–5, 127, 137, 138, 161, 167, 169, 170, 171, 172
- Ellis, R., 9, 62t., 85, 91, 106, 119, 121, 131, 157–8, 160–1, 163
- English as a foreign language, 69, 77, 137, 161, 162
- English as a second language, 27, 53,

Index 217

- 68, 69, 70, 72, 76, 78, 84–5,
 97, 98, 99, 101, 102, 105, 106,
 107–8, 112, 120, 127, 128,
 129, 131, 135–6, 137, 163,
 164–5, 167, 168–9, 170, 173–4,
 176, 187
- Enright, D.S., 46, 47, 51, 118–19
- Erickson, F., 47
- error treatment, 141–52
 - see also* correction
- ethnography, 14–15, 40, 45–9, 118–19
 - see also* qualitative research
- evaluation, 28–30, 166, 182
- exchange, 41, 132
- expansion, 45*t.*, 104, 145*n.*
- experimental control, 30
- explanations, 86–7
- factor analysis, 31, 96, 165
- Faerch, C., 86–7, 164
- Fanselow, J.F., 14, 17, 18*t.*, 21, 22*t.*,
 33, 34*f.*, 36–40, 52, 86, 108,
 128, 138–9, 141*t.*, 149, 150,
 176
- Fanselow's FOCUS system, 33–40,
 52
- feedback, 108, 125, 132–52, 175–8
 - see also* correction, repair
- Felix, S.W., 161–2, 185
- first language classroom research, 1,
 2, 14, 23, 31, 40, 45, 47, 86*n.*,
 107, 126, 128, 133, 141, 149,
 174, 175–6
 - see also* comparison classes, native language
- Flanders, N.A., 14, 25
- focus of instruction, 6–7, 136–9,
 152, 161–7, 178, 186
- foreigner talk, 54, 155
- foreign language instruction, 5, 6,
 87, 121–5, 185–6
 - see also* second language instruction, *and specific languages*
- formal acquisition/instruction, 4, 6–8, 164–7, 178–9, 191
 - see also* focus of instruction, naturalistic acquisition
- fragment, 45*t.*, 82
- French as a foreign language, 25–26,
- 29, 30, 46, 54, 112, 124, 129,
 165, 171, 172
- French as a second language, 26, 27,
 51, 53, 69, 70, 84, 91, 96–7,
 111, 127, 136, 138, 176
- Freudenstein, R., 18*t.*
- Frick, T., 24
- Fröhlich, M., 17, 18*t.*, 27, 51, 54,
 110*t.*, 111–12, 123–4, 186
- Fujimoto, D., 156–7
- function (of move, act), 33, 36–8,
 44, 45, 103–4, 124–5, 144–5
- Furst, N., 18*t.*
- Gaies, S.J., 56*t.*, 64*t.*, 74*t.*, 76, 78–9,
 80*t.*, 94*t.*, 108, 187
- Gaskill, W.H., 145, 177
- Gass, S.M., 96*t.*, 107, 109, 142
- generalizability, *see* classroom research, generalizability of German as a foreign language, 28, 29, 68, 112, 128
- German as a second language, 163
- Geva, E., 18*t.*, 21, 22*t.*, 26
- group work, 98–9, 107–9, 131, 151,
 152, 187
 - see also* context variables, task
- Guthrie, L.F., 125
- Hahn, A., 162*n.*
- Håkansson, G., 56*t.*, 59, 66*t.*, 69,
 70, 74*t.*, 75–6, 78
- Hamayan, E.V., 83–4, 85, 138, 160
- hand-raising, 100–1
- Hatch, E.M., 10, 154, 157
- Hendrickson, J.M., 135, 136, 139, ·
 140, 150, 176
- Henzl, V.M., 59, 60*t.*, 66*t.*, 68, 70–3, 74*t.*, 75, 77*n.*, 79
- Hernandez, H., 53
- Higa, C., 94*t.*, 103, 188
- Hoefnagel-Höhle, M., 171
- Hoge, R.D., 24
- Holley, F.M., 128, 150
- Holmes, J., 86*n.*
- Howard, J., 17, 18*t.*, 51
- Hunt, K.W., 79
- Hyltenstam, K., 75, 78, 80*t.*, 82
- Hyman, R.T., 129
- hypothesis-testing, 134

218 *Index*

- immersion classes, 5, 27, 29, 51, 53, 84, 91, 121, 124, 125, 127, 136, 138, 176, 186
- inference, *see* categories of analysis, inference of
- initiation of interaction, 100–5, 122, 169
- input frequency, 157–64
 - see also* teacher talk, amount
- input generation, 100–6
- instruction, *see* focus of instruction, formal acquisition/instruction, teaching methods
- instrumentation, 17–21, 180–2
- interaction, 9–10, 98–9, 106–9, 118–53, 167, 175, 188, 190
 - see also* negotiation of meaning
- interaction analysis, 14, 31–40
- Ishiguro, T., 58*t.*, 59, 64*t.*, 66*t.*, 69, 74*t.*, 76–7, 79, 81*t.*, 84*t.*, 185
- Jarvella, R.J., 18*t.*
- Jarvis, G.A., 17, 18*t.*
- Jefferson, G., 132
- Johnson, D.M., 92*t.*, 98, 104, 167, 169
- Johnson, P., 156
- Johnstone, R., 124
- Kasper, G., 161*n.*, 186
- Kelch, K., 155
- kindergarten classes, *see* elementary school classes
- King, J.K., 128, 150
- Kiparsky, C., 136
- Kliefgen, J.A., 62*t.*, 72, 74*t.*, 75, 76, 82
- Kobayashi, L., 156
- Kocher, S., 105
- Krashen, S.D., 6, 29, 134, 158, 159*t.*, 160, 162, 166
- L1, *see* first language classroom research, medium of instruction
- L2, *see* foreign language instruction, medium of instruction; second language instruction
- Lado, R., 133
- language choice, 121–6, 129, 171–2
- Laosa, L.M., 119–20
- Larsen-Freeman, D.E., 158, 159*t.*, 160, 162
- learning outcomes, *see* comprehension, content learning, production (learners), product variables
- learning strategies, 109–16, 170, 191
- learning task, *see* task, activity
- Legarreta, D., 51, 121–2, 125, 172
- Leinhardt, G., 2
- level of instruction, *see* adult classes, elementary school classes, secondary school classes, university classes
- Levin, L., 166
- Lightbown, P.A., 127–8, 162, 163–4, 190
- Long, M.H., 4, 6, 9, 17, 18*t.*, 56*t.*, 59, 62*t.*, 78, 79, 80*t.*, 82, 83, 84*t.*, 85, 94*t.*, 106, 107, 126, 127, 128, 129, 130, 131, 151, 155–6, 158, 159*t.*, 160, 162, 163, 164, 173–4, 175, 184, 185, 190
- Lucas, E., 137, 138*t.*, 141*t.*, 185
- Lysakowski, R.S., 176
- MacFarlane, J.M., 18*t.*, 134
- Mackey, W.F., 14
- Malcolm, I., 40
- Mannon, T.M., 58*t.*, 59, 69, 71, 73*n.*, 75*t.*, 77, 78, 81*t.*, 85, 157
- markedness, 79, 163
- McCreary, J., 96*t.*, 108, 187
- McCUTCHEON, G., 23
- McDonald, F.J., 30, 165
- McEwen, N.Z., 18*t.*
- McGrail, J., 2
- McGroarty, M., 110*t.*, 112
- medium of instruction, 5, 121–6
 - L1 as, 51
 - L2 as, 5, 8
- meta-analysis, 174, 175, 184
- metatalk, 86–7, 164–5, 178–9, 191
- methods, *see* classroom research, methods; teaching methods
- Milk, R.D., 53–4, 56*t.*, 64*t.*, 74*t.*, 77, 78, 125, 185
- Miron, L.F., 123
- Mitchell, R., 18*t.*, 21, 22*t.*, 25–6,

Index 219

- 54, 124, 165, 167, 172, 179, 187
- Mizon, S., 56t., 72, 74t., 75, 79, 82–3, 84t., 126, 189
- model (teaching behavior), 45t., 125, 145n.
- modifications in teacher talk, 54–86
 - context effects on, 55–86
 - framing, 83
 - grammaticality, 82
 - length of utterance, 73–8
 - markedness, 79
 - pauses, 69–70, 189–90
 - phonology, 70–1
 - purpose of, 55
 - questions, 127–31, 173–5
 - as register, 54–5
 - self-repetitions, 83–5
 - sentence types, 82–3
 - speech rate, 59–69, 154–5, 157, 189–90
 - subordination, 78–9, 155–7, 189–90
 - vocabulary, 71–3
 - see also* comprehensible input, teacher talk
- Mohatt, G.V., 47
- Morgan, M., 8
- morpheme acquisition, 157–61, 162
 - see also* natural order of acquisition
- Moskowitz, G., 17, 18t., 20, 25, 32t., 37–40
- Moskowitz's FLint system, 25, 31–40
- motivation, *see* affective variables
- move, 14, 20, 33–40, 43, 44, 50, 51, 52, 53, 83, 107, 108
 - see also* function (of move, act)
- multiple correlation, 31, 100, 102, 111, 169
- Naiman, N., 17, 18t., 25, 30, 33, 36f., 36–40, 53, 92t., 96–7, 100–1, 105, 110t., 111, 169, 189
- Naiman et al.'s system, 33–40
- naturalistic acquisition, 4, 6, 11, 160
 - see also* formal acquisition/instruction
- natural order of acquisition, 158, 160–3
- Nearhoof, O., 18t.
- negotiation of meaning, 9–10, 106–9, 130–1, 151, 169, 175
 - see also* interaction
- Nystrom, N.J., 123, 137–8, 138t., 145, 186
- observation, *see* categories of analysis, instrumentation, recording procedures
- Oller, J.W., 134
- Olsen, J. W-B., 135
- Omaggio, A.C., 171
- O'Malley, J.M., 110, 113, 114t., 170, 191
- Oskarsson, M., 166
- output, *see* comprehensible output hypothesis, production (learners)
- participant observation, 16
- Peck, S., 92t., 97–8
- peer correction, 150–2
- peer tutors, 98, 104
- Pica, T., 56t., 59, 62t., 78, 80t., 82, 83, 84t., 85, 92t., 96t., 98, 107–8, 127, 131, 151, 160, 175, 185, 187
- Pienemann, M., 7, 162–3
- Politzer, R.L., 18t., 30–1, 39, 110t., 112, 187
- Porter, P.A., 94t., 99, 151
- Potter, L., 105
- practice, *see* production (learners)
- presage variables, 2, 137, 185
 - see also* teacher experience
- process variables, 2, 30, 189–91
- production (learners), 91–9, 100, 117, 127, 157–61, 165, 167–9, 172–5, 189, 190
 - see also* correctness of responses, responding
- product variables, 2, 28
 - see also* comprehension, content learning, production (learners)
- proficiency level (learners), 160, 188–9
 - effects on acquisition, 6
 - effects on teacher talk, 64–9, 75

220 *Index*

- program evaluation, *see* context variables, evaluation
 psychometric research, 13, 15, 28–31
- qualitative research, 15–16, 45–9
 and validity/reliability, 23
 quantitative research, 14–16, 47–9
 and reliability, 23
 questions, 82–3, 109, 126–32, 172–5, 181, 190
 closed/open, 127, 181
 display/referential, 127, 173–4, 181, 190
- Ramirez, A.G., 30, 168–9, 175, 177, 179, 190
- Ramirez, J.D., 24n., 29, 30, 51, 54, 86, 123, 125, 127, 186
- Ready, D., 59, 62t., 66t., 69, 70, 71, 73, 74t., 77, 78, 79, 80t., 84
- recording procedures, 17–19
- Redfield, D.L., 174
- Reichardt, C.S., 15–16
- reliability, 23–6, 39–40, 113n., 181
- repair, 45t., 132–3, 142
see also correction, feedback
- repetition (in teacher or learner talk), 45t., 83–5, 108, 111, 127–8, 145, 149, 155–7, 176, 189–90
- responding (learners), 97, 100, 122, 126, 128
see also correctness of responses, production (learners)
- Revelle, E., 18t.
- Riley, P., 18t.
- Robbins, M., 176
- Rosenshine, B., 18t., 20
- Rothfarb, S.H., 18t.
- Rousseau, E.W., 174
- Rubin, J., 110
- rules
 interlanguage, 6, 134, 149
 target language, 6, 7, 149
- Rulon, K.A., 96t., 108, 177, 187, 188
- Sacks, H., 132
- Salica, C., 137, 138t., 141t., 145, 176
- Samuda, V., 177
- Sato, C.J., 56t., 79, 82, 84t., 94t., 105, 120, 127, 130, 131, 158, 159t., 160, 162, 173
- Saville-Troike, M., 94t., 104, 106–7, 167–8, 182
- scaffolding, 10
- Scarella, R.C., 94t., 103, 188
- Schegloff, E.A., 132, 142, 144
- Scherer, G.A.C., 28–9, 166
- Schinke-Llano, L., 62t., 120
- Schultz, J., 122, 172
- Schwartz, J., 177
- Scollon, R.T., 41n.
- Scollon, S.B.K., 41n.
- secondary school classes, 25–6, 27, 29, 30, 54, 76, 84–5, 96–7, 105, 111, 123, 125, 127, 128, 129–30, 131, 136, 162, 165, 170, 171, 173–4
- second language instruction, 5, 185–6
see also foreign language instruction, and specific languages
- self-correction, 150
- Seliger, H.W., 18t., 94t., 100, 101, 102–3n., 166, 182
- Semmel, M.I., 24
- Shapiro, F., 52–3
- Shaw, P.A., 47, 48t.
- Shrum, J.L., 129
- Sinclair, J. McH., 14, 40–1, 42f., 44, 53, 86
- Sinclair and Coulthard's system, 40–5, 53
- skill, language as, 91
- Smith, P.D., 29, 30, 166
- Snow, C.E., 171, 189
- socialization, 5
- Spada, N.M., 27, 164
- Spanish as a foreign language, 25, 112, 129
- speech act, *see* act
- Speidel, G.E., 145, 156, 190
- statistical tests, 16, 183–4
see also correlational analysis, effect size, factor analysis, multiple correlation

- Steyaert, M., 59, 60*t.*, 65, 66*t.*, 68, 74*t.*, 77, 78, 80*t.*
 Stodolsky, S.S., 26
 Stokes, A., 135
 Stone, M.K., 30, 165
 Stringfield, S.C., 123
 Stromquist, N.P., 30, 168–9, 175, 177, 179, 190
 Strong, M.A., 47, 92*t.*, 97, 103, 104, 123, 124*n.*, 180, 187, 189
 Stubbs, M., 41*n.*
 student talk, amount, 50–2
 see also initiation of interaction, interaction, production (learners), responding (learners)
 Swaffar, J.K., 8
 Swain, M., 9, 20, 91, 96, 99, 189, 190
 Swedish as a second language, 69, 75–6
 task, 7, 98–9, 107, 109, 131, 151, 175, 177, 187–8
 effects on teacher and student speech, 58, 68, 77
 see also activity, context variables, group work
 teachability hypothesis, 7, 162–3
 teacher experience (includes training), 76, 78–9, 82, 83, 127, 173–4, 185
 see also presage variables
 teacher talk, 8, 50–89
 amount, 50–2, 119–21, 171 (*see also* input frequency)
 functions, 52–4, 120
 see also language choice, metatalk, modifications in teacher talk
 teaching methods, 8, 28–30, 166
 Tech, V., 129
 Tharp, R.G., 156
 time as factor in instruction, 20, 180–1
 Townsend, D.R., 124–5
 Tsui, A. B-M., 53
 Tucker, G.R., 83–4, 85, 138, 160
 T-unit, 45*t.*, 76–9
 see also communication unit (C-unit)
 turn, 20, 38
 defined, 45*t.*
 turn-taking, 105, 142–4
 type-token ratio (vocabulary), 72–3, 97–8
 Ullmann, R., 18*t.*, 21, 22*t.*, 26
 unit of analysis, 20–1, 33–45, 116, 180–1
 see also act, activity, move, turn, utterance
 university classes, 28, 47, 69, 70, 79, 99, 101–2, 105, 112, 120, 128, 137, 171, 173
 utterance, 38, 41*n.*, 45*t.*, 73–8
 validity, 23, 24–8, 39–40, 46, 181
 van Lier, L.A.W., 2, 15*n.*, 46, 119
 Varonis, E.M., 96*t.*, 107, 109, 142
 Vigil, N.A., 134
 von Elek, T., 166
 Wagner, M., 87, 88*f.*, 164
 wait time, 128–9, 150, 174
 Walberg, H.J., 176
 Weiss, L., 30–1
 Wertheimer, M., 28–9, 166
 Wesche, M.B., 18*t.*, 59, 62*t.*, 66*t.*, 69, 70, 71, 73, 74*t.*, 77, 78, 79, 80*t.*, 84
 White, J., 127–8, 190
 Willing, K., 110*t.*, 112–13
 Wittgenstein, L., 14
 Wong-Fillmore, L., 47, 122, 125, 172
 Wragg, E.C., 18*t.*
 Wren, D., 150, 176–7
 Yates, A., 30, 165
 Yee, V., 87, 88*f.*, 164
 Yoneyama, A., 137, 138*t.*, 185
 Young, R., 175
 Yule, G., 41*n.*
 Zamora, G.L., 124–5
 Zhang, S., 151*n.*
 Zobl, H., 163