

Index

- academic style, 234, 243, 245–246
 accommodation, 39–40
 acknowledgements, 141
 Adaptive Control of Thought–Rationale (ACT-R) theory, 34
 address terms, 154
 adjectives, 14–15, 18, 56, 60–61, 69, 71–72, 172
 admission of responsibility, 151
 adverbs, 15–16, 22, 24, 153
 affective engagement, 90
 alerters, 142, 151, 154
 analogy, 35
 ANOVAs, 66–68, 119–122, 149–150
 anxiety, 164–165, 169, 172–173, 178–179, 185–186, 193
 apology, 138–156
 strategy, 149
 See also computer-assisted language learning (CALL)
 appeals for help, 110
 applied linguistics, xiv, 33
 appropriateness, 150
 definition of, 148
 approximation, 110
 Arab, 115
 Arabic, 140
 Argentina, 197–198, 205, 207, 216, 218, 220–222
 arithmetic, 35
 artificial/semi-artificial languages, 56–57
 attitude, 13, 17, 36, 238
 attrition, 121, 123–124
 audiolinguism, 32, 34, 80, 257
 audio-visual support, 155–156
 Australian English, 142
 authentication, 23–25
 authenticity, 7, 83, 144, 155
 automaticity, 10, 15, 32, 35–36, 77
 automatisisation, xvii, 27, 36, 38, 42–45, 51, 206, 220
 instance theory of, 51
 auxiliary *do/does/did*, 16
 auxiliary verbs, 62, 106
 Azari, 170
 Bangalore Communicational Teaching Project (CTP), 32–33
 Bangladesh, 88
 behaviour-based feedback, 145
 behaviourism, 114, 262
 beneficial negotiation processes, 168
 Blackboard, 234
 blended learning materials, 20
 blogs, 256
 bowing, 142
 British National Corpus (BNC), 117
 Canadian French, 142
 CANCODE Corpus, 17
 category markers, 16
 CCSARP Coding Manual, 140. *See also* Cross-Cultural Speech Act Realization Project (CCSARP)
 childhood events, 21
 China, x–xi, 83, 88–89, 139–141, 146, 152–153
 Chinese, 62, 115, 137, 140–142, 145–146, 149, 153–154, 159, 163, 203, 230
 chi-square test, 70
 choice of entry, 243, 250
 Chomsky, N., 111
 circumlocution, 110, 116–118, 120, 122, 128
 classification, 82
 classroom anxiety, 20
 CLT, 34, 80, 257
 COBUILD (Collins–Birmingham University International Language Database), 112
 Cognition Hypothesis, 45
 cognitive accounts of SLA, 2
 cognitive code theory, 32
 cognitive learning theory, 114
 cognitive psychology, xiv, 31, 33–34, 36, 39, 56, 195
 cognitive theories, 262
 Cohen's *d*, 66, 120

266 Index

- cohesive devices, 243
- collaborative dialogue, 229
- Collaborative Learning Conversation Skills Taxonomy, 240
- collaborative practice, 3, 205, 228–230, 233, 235, 238, 247–248. *See also* wiki-mediated collaborative writing
- effects of, 3
- equality of participation, 230–231
- collaborative tasks, 183, 230–231
- collective scaffolding. *See also* scaffolding
- collectivist cultures, 141
- collocations, 55, 58, 61, 71, 73, 86, 92–95, 97, 106, 111
- medium strength, 97
- combination task, 97
- Common European Framework (CEFR), 115, 233
- communication skills, 32
- communicative competence, 32, 43, 51, 84, 111, 132, 137, 156
- communicative drills, 41–42
- communicative language functions (CLFs), 237
- communities of practice, 230, 232, 241
- Compleat Lexical Tutor, 117
- compliments, 144, 161
- comprehensible input hypothesis, 83
- comprehension, 32
- comprehension- and production-based instruction, 114–115
- comprehension task, 93
- comprehension-based instruction (CBI), 58
- Computer Animated Production Task (CAPT), 137
- computer program, 38
- computer science, 145
- computer-animation, 155–157
- computer-assisted language learning (CALL), 137–157, 255
- abstract, 137
- context, 137–139, 156–157
- data analysis, 148–149
- instruments, 146–147
- methodology, 146
- participants, 146
- previous research, 139–145
- procedure, 147–148
- research questions, 149–156
- results and discussion, 149–156
- computer-assisted output practice, 3
- online text chat, 3
- computer-mediated communication (CMC), 144
- synchronous, xiv
- concerts, 205
- conditional tense, 215, 217
- confluence, 9, 13, 19–20, 25
- conjunctions, 171
- consciousness-raising activities, 114
- conversational analysis (CA) approach. *See* wiki-mediated collaborative writing
- conversational practice, 7–25
- abstract, 7
- classroom considerations, 24
- coherent organisation, 25
- conversation management, 13
- conversation strategy activity, 21–24
- conversation strategy types, 14
- correct vs appropriate choice, 17–19
- examples of practice, 21–24
- functions of turn-openings, 15
- goal realisation, 20–21
- Illustration–Interaction–Induction model, 11, 25
- items and skills, categorisation of, 12–16
- language description, 25
- listenership, 13, 16, 18–19
- methodology, 8
- methodology for teaching, 10–11
- overall goals, 20
- PPP paradigm, 25
- principles of good practice, 20–24
- speaking and writing, 16–17
- speaking vs, 8, 25
- special nature of, 8–10
- taking account of others, 13, 15
- traditional practice vs practising
- conversation, 16
- turn construction, 13
- copula *be*, 58
- copular verbs, 55, 59–61, 63–66, 72–73
- corpus linguistics, 9–10, 17
- corpus resources, 94, 97
- corpus techniques, 185
- corpus-driven approach, 112
- corrective feedback, xiv–xv, 119, 203. *See also* feedback
- creative activities, 21
- creativity, 9
- Cross-Cultural Speech Act Realization Project (CCSARP), 139, 209
- cultural activities, 205
- cultural and situational issues, 20
- cultural context, 95
- Czech, 56
- declarative knowledge, 34–35, 37–38, 41, 44, 206, 220
- declarative memory, 112
- Declarative/Procedural model, 112

Index

267

- decontextualized sentences, 25
deliberate practice, 37
demographics, 172
dialogue, 7
digital communication strategies (DCSs), 235, 237
digital games, 145
digital recorder, 206–207
digital technologies. *See also* computer-assisted language learning (CALL)
digital video software, 145
direct request strategies, 199, 201–203
discourse analysis, 14
discourse completion tasks, 208
discourse context, 86, 90
discourse markers, 13, 144, 260
discourse strategy, 13
discrete-item comprehension test, 125
discussion boards, 229
discussions, 8
dislocated structures, 24
divergence, 142
drama activities, 8
drill and kill, xiv, 30, 255
drilling, 7, 9, 118
durable learning, 261
- East and West cultural values and norms, 140
educational game, 145
elliptical requests, 214, 217, 219
emails, 256
emoticons, 167, 231, 236, 238, 245
English, 115, 125, 141–142, 170, 191, 204, 209, 247, 251
 academic, 146
 adult L2 learners of, 57
 apologies, 152
 British, 153
 Chinese learners of, 137, 145, 203
 classroom teaching, 95
 idioms, 63, 74–75
 Japanese learners of, 58, 152
 Korean learners of, 152
 L2 learners, 143
 native ESL tutors, 148
 native speakers, 154
 prepositions, 71
 response tokens, 15
 vague expressions, 17
English as a Second Language (ESL), 137
English for Academic Purposes (EAP), 261
equality of participation, 230, 240, 245, 247
exclamatives, 14
explanation strategy, 142, 152
explicit and implicit knowledge, 33–34
explicit apologies, 141
expressions of regret, 152–153
external mitigation, 199–200, 208, 211, 213, 215–216, 219
eyebrows, 167
eye-tracking technology, 167
- face, 138, 144, 152, 198. *See also* politeness
face-to-face communication (F2F), 179, 239
facial expressions, 144, 155
feedback, xvi–xvii, 37, 64, 72, 86–87, 93–95, 97, 118–119, 133, 145, 148, 167–168, 194–195, 197, 203, 205–207, 217, 220, 228–229, 231, 246, 248, 253, 255
final position, 16
five-point Likert scale, 148, 150, 172–173
fixed expressions, 16, 145
flipped classroom, 255, 264
fluency, xv, xvii, 9–10, 15, 19–20, 25, 27–28, 32, 38, 41, 44–45, 52, 85, 94, 97, 110, 115, 132–134, 143, 159
 practice, 25
focus on form (FonF), 58
forbearance strategy, 142
formulaic expressions, 152
formulaic sequences, 3, 55–75, 110, 116, 260–261
 abstract, 55
 acquisition stages for *ser* and *estar*, 60
 context, 55–56, 72–73
 data sources and analysis, 64–67
 discussion, 70–72
 functions of *ser/estar* where no variation is possible, 61
 grammaticality preference task, 67–68
 incidental learning results, 69
 instructional treatment, 63–64
 methodology, 62–67
 participants and groups, 62–63
 picture description task, 68–69
 previous research, 56–59
 research questions, 62
 results, 67–69
 Spanish idioms, 69–70
 target features (*ser* and *estar*), 59–62
France, 201–202
free variation, 7
French, 140, 201
frowns, 167
functional magnetic resonance imaging (fMRI), 36
- Ga, 170
gaze aversion. *See* text-based grammar: eye contact

268 Index

- GCSE (General Certificate of Secondary Education), 182, 192
- generative chunks, 97
- Generative Grammar, 111
- German, xii, 3, 159, 164, 169–171, 173–174, 178–179, 181–183, 185–186, 188–192, 200, 225, 227. *See also* study abroad.
See also text chat online
- adolescent second language learners of, 3
- Germany, 143
- gestures, 144, 155, 167
- graded texts, 83
- grammar learning, 36
- grammar of choice, 18
- grammar of conversation, 10
- grammar of rules, 18
- grammar of speaking, 9
- grammar translation, 32, 80
- grammatical errors, 244, 246, 248
- grammaticality judgement test (GJT), 57, 171, 184
- grammaticality preference task, 55, 65–70
- Greece, 139
- greetings, 238
- group harmony, 239–240, 244–245
- group solidarity, 230, 239
- guided reflection, 205
- hearer-oriented requests, 201, 213, 215, 217, 219, 225
- heavy workload, 96–97
- Hebrew, 142
- hedging, 243
- Henry VIII, king of England, 8
- Higher Order Concerns (HOCs), 232
- historic present, 17
- homework tasks, 168
- humour, 238
- Hungarian, 140
- identification, 82
- identity, 20, 230
- idiom principle, 112
- idioms, 55–56, 59, 61–64, 66, 69–72, 74–76, 110, 237, 255, 261. *See also* formulaic sequences
- Illustration–Interaction–Induction model, 45, 257
- Ilocutionary Force Indicating Devices (IFIDs), 140
- imperfect past tense, 199
- impersonal forms, 243
- impersonal requests, 215
- implicature
pragmatic comprehension of, 144
- incidental learning, 2, 33, 45, 55–58, 62–63, 69–73, 76, 255. *See* formulaic sequences
- incidental learning of grammar. *See* formulaic sequences
- incidental-enhanced group, 63–64, 68–71
- indefinite article, 57
- independent samples t-test, 70, 121–123, 150
- indirect language, 145
- indirect request strategies, 215
- individual differences, 143
- Indonesia, 88, 95
- Indonesian learners, 91
- induction, 22
definition of, 25
- infinitive constructions, 171
- infinitive structures. *See* text chat online
- inflectional morphology, 56, 77
- informal language, 246
- information sequencing, 154
- information-gap activities, 8
- input, 197
- input- and output-based instruction, 125
- input-focused teaching methodology, 2
- Input Hypothesis, 113
- input processing theory, 30–31, 39–41
processing instruction, 45–49
research into measures, 40–41
- input response task, 97
- input-based instruction, 33
- input-centred consciousness, 113
- instance theory, 36, 51. *See also* automatization
- instructed second language acquisition, 124
- instructional method, 148
- instructional studies, 144
- intensifiers, 141–142, 153
- interaction, 197
definition of, 25
- Interaction Hypothesis, 168
- interlanguage pragmatics, 126
- internal mitigation, 199–201, 203, 209, 215, 219, 224
- International Foundation Programme (IFP), 115
- international orientation, 172, 178–179
- internet use, 172
- internet-based animated movie sites, 146
- interrogative forms, 16
- interruptions, 236
- interviews with native-speaking informants, 9
- intonation, 167, 208
- iPads, 148
- Iranian, 140

Index

269

- Japan, 140
Japanese, 28, 43, 58, 77–78, 115, 140–143, 145, 150, 152, 157–158, 160, 162, 199, 226
Japanese learners, 43, 58
Japanese students, 143
journal entries. *See* study abroad
- Korea, 88, 140
Korean, 142, 152
- language-related episodes (LREs), 168, 235, 242, 244–245
language-focused activities, 81
Latin, 7–8
laughter, 238
learner authentication, 7
learner effort, 143
learner self-report, 259
left and right dislocated structures, 17
level of proficiency, 143
Lexical Approach, 112
lexical chunks, 3, 92, 95–97, 109–130, 260–261
 abstract, 109
 context, 109–111, 124
 corpus linguistics, 10
 implications for research, 126–127
 implications for teaching, 124–126
 language focus, 115–117
 lesson procedures for PPP and OHE, 128–129
 methodology, 115–120
 participants, 115
 previous research, 111–115
 productive test, 130
 results and discussion, 120–124
 study design, 117–120
lexical clues, 22
lexical phrases, 111
lexicalisation, 86
lexicalised sentence stems, 111
Life Accents series, 85
linguistic competence. *See also* communicative competence
listenership. *See* conversational practice
locative phrases, 60
looking away, 100–101
Lower Order Concerns (LOCs), 232
- Malaysia, xi, xiii, 158, 228, 233
meaning-based activities, 47, 63
memorisation, 32
memory, xvi, 19, 21, 36, 38–39, 41, 52, 76–77, 91, 93, 112, 195
mental grammar, 112
metalinguistic knowledge, 66
metapragmatic reflection, 205
mitigators, 152
mobile-assisted language users, 255
modal verbs, 171
modality, 145, 155
modals, 167
monologic talk, 8
monologue, 7
motivating learning environment, 144
motivation, learner, 172–173, 178–179, 185–186.
 See also task motivation
motor learning, 36
Movie Maker, 234, 246
movie making, 146–147
movies, 205
multimedia task, 201
multimodality, 165
multiple-choice listening test, 125
multiuser virtual environments, 145
music, 31, 37, 80, 105
mutuality, 228, 230, 239, 245, 247
- names, 238
native-speaker (NS) contact, 138
Natural Approach, 33, 113
natural language, 57, 117
negative evidence, 119
negative face, 141, 161. *See also* face
negative news, 14
negotiation, 208
neuroimaging studies, 36
neuroscience, 112
newsworthiness, 17
nicknames, 239
NNS (non-native speakers), 88, 138, 143, 149, 152
nominalisation, 90
non-capitalisation, 238
non-verbal signals, 144
notice the gap principle, 84
noticing, 84, 167, 185, 259
 benefits of, 167
 of errors, 167–168
Noticing Hypothesis, 113, 205
noticing instructions, 62–63, 71
noticing task, 97
- Observe Hypothesise Experiment (OHE), 109–110, 113
offer of apology, 153
offer of repair, 152–153
online communities, 221
online corpus data analysis, 117
online environments, 254–255

270 Index

- online materials, 144
- online newspapers, 165
- online text chat. *See* text chat online
 - synchronous, 3
- open-choice principle, 112
- openings and closings, 9, 12
- opportunity of use, 18
- oral elicited imitation test, 57
- output, 197
- output-focused teaching methodology, 2
- overlapping turns, 236

- paper-based activities, 156
- paralanguage, 238
- parental encouragement, 172, 178
- passive tense, 243
- passive voice, 243
- past continuous verbs, 17
- past tense, 15, 21, 106, 199, 202, 215, 218
- pauses, 208
- PBI, 58, 64
- pedagogic corpus, 82, 96
- pedagogy and research, 254–262
 - abstract, 254
 - implications for research, 258–261
 - implications for teaching, 254–258
 - overview, 261–262
- peer interaction, 164, 168–169, 171, 184–185, 195, 229
- peer pressure, 172, 179
- personalisation, 7, 23–25
- phonological articulation, 20, 22
- picture description task, 55, 61, 65–66, 69
- pictures, 21, 128
- plausibility of content. *See also* conversational practice
- plural nouns, 16
- plural *-s*, 58, 65
- poetry, 21
- Polish, 140
- politeness, 13, 138, 148, 152, 154, 159, 199, 201–203, 209, 211, 215–216, 218–219, 224, 226, 245
- positive face, 141, 151. *See also* face
- power law of learning, 35
- PPP paradigm (Presentation–Practice–Production), 10–11, 31, 42–43, 45–47, 80–81, 109–110, 113–115, 117–118, 120–126, 128, 256, 258, 262–263
- practice
 - application of, 80
 - definition of, 79
- practice in second language learning, xiv–xv
 - best practice, xv
 - comprehension practice, xiv
 - concept and studies, 1–2
 - contexts, 1
 - definition, 1
 - deliberate practice, xiv
 - distributed practice, xv
 - distribution of, xiv
 - effect of practice, xv
 - extensive practice, xiv
 - oral and written practice, xiv
 - production practice, xiv
 - practice within SLA, 30–49
 - abstract, 30
 - approaches to second language teaching, 41–43
 - context, 30–32, 49
 - definition of practice, 31
 - historical review of, 32–34
 - input processing theory, 39–41
 - processing instruction, 45–49
 - research into measures, 40–41
 - pedagogic practice, 41
 - skill acquisition theory, 34–39
 - implications of, 37–39
 - measures of skill acquisition, 36–37
 - task-based language teaching, 43–45
 - practising conversation, 2. *See also* conversational practice
 - pragmalinguistic competence, 198
 - pragmalinguistic markers, 167
 - pragmalinguistic perspective, 141, 147, 149–150, 205
 - pragmatic appropriateness, 20
 - pragmatic competence, x, 115, 137, 145, 147, 149, 154, 157–160, 162–163, 198, 205, 226
 - pragmatic constraints, 7
 - pragmatic routines, 144
 - pragmatic skills, 143
 - pre-departure instruction, 3
 - prefabricated chunks, 111
 - prepositions, 57, 71, 78, 106, 235, 242
 - principled eclecticism, 256–257
 - procedural knowledge, 34–35, 37, 39, 41, 206, 220
 - procedural memory, 112
 - proceduralisation, xv, 42
 - processing instruction, 33, 49
 - production test, 125
 - production-based instruction, xvi, 43, 47–49, 58, 115, 123, 134
 - productive knowledge, 48–49, 109–110, 114, 120–126, 260
 - productive practice, 2–3, 31, 33, 37, 42, 45, 47–48, 58, 86, 92, 109–111, 113–114, 123–124, 126, 135, 137, 144–145, 148, 257, 259–262

- promise of forbearance, 151
 pronunciation practice, 9
 prosodic language, 144
 psychology, 100
 punctuation, 236, 238
 Punjabi, 170
 pushed output, 114
- rapport, 238
 reading culture, 95
 recall protocols, 9
 reception and production practice, xv
 receptive knowledge, 48–49, 110, 113–114, 116, 122–124, 126, 260
 receptive practice, 2–3, 37, 40, 48, 53, 55, 58, 64, 70, 73, 82, 84, 98, 109–111, 114–115, 118, 123–126, 145, 260–262
 recycling, 20, 22, 86, 93, 96, 117, 126, 261
 referential activities, 46
 regret, 142
 relative clauses, 93
 relative pronouns, 94
 repetition, 7, 9, 20, 45, 208
 request for forgiveness, 153
 request forms, 3
 request language, 154
 request perspective, 213
 requests, 144–145. *See also* study abroad
 residence, 142
 response tokens, 15
 non-minimal, 15
 restructuring, 39–40
 revision task, 93
 role plays, 9, 42, 207–208
 Russia, 143
 Russian, 62, 140
- saliency, 167
 scaffolding, 84, 228–229, 231–232, 244, 246–248, 251
 screen-capture methods, 167
 second language acquisition (SLA)
 practice, investigation of, 2
 self-selection bias, 88
 semantic meaning, 56, 58, 72, 142
 sentence drilling, 32
 service encounters, 202, 219–220, 227
 Shakespeare, W., 83
 shared knowledge, 9
 shyness, 20
 simple present, 16, 22
 skill acquisition theory, xiv, 31, 34–39, 48–49
 approaches to second language teaching, 41–43
 implications of, 37–39
 measures of skill acquisition, 36–37
 skill building theory, 80
 Skype, 173, 186, 191
 small talk, 21
 smartphones, 94
 smiling, 142
 soccer, 205
 social conversation, 9. *See also* conversational practice
 social desirability bias, 88
 social interaction, 25, 143, 207, 220, 252
 social loafing, 230, 240
 social media, 164, 256
 social networks, 170, 203
 social presence, 228, 231, 236, 238–239, 241, 245, 247, 252
 sociocultural perspective, 232
 sociocultural theories, 231
 sociolinguistic competence, 198
 sociolinguistic context, 218
 sociopragmatic competence, 199
 sociopragmatic perspective, 147, 149–150, 205
 songs, 95, 105–106
 South Korea, 142
 South Korean, 141
 Spain, xi–xii, 61, 88–89, 139, 199, 201, 203, 227
 Spanish, xi–xiii, 2–3, 15, 25, 47, 55, 59, 62–67, 69, 72, 75–76, 78, 140, 145, 158, 162, 170, 194, 199, 201–202, 204–207, 209–210, 212, 214–219, 222–223, 226–227, 232, 252, 255. *See also* study abroad
 English learners of, 46
 formulaic sequences, 2
 grammatical forms, 2
 idioms, 55, 69–70. *See also* formulaic sequences
 internal mitigation, 199
 L2 learners of, 62
 request forms, 3
 response tokens, 15
 university learners, 47
 speaker-oriented requests, 201–202, 213, 215, 217, 219, 225
 speaking and practice, 2
 speech acts, 3, 126, 133, 138, 144, 148, 156, 160, 167, 202, 221. *See also* apology
 apologies, 3
 spoken corpora, xi, 7, 10, 15, 25
 spoken language, 2
 spontaneous language, 208
 sports coaching, 80
 SPSS, 149
 SSARC model, 45
 stalling, 110, 116–117, 120, 122, 128

272 Index

- stance, 13, 17, 31, 132, 238
 storytelling, 9, 17, 21
 study abroad, xiv, 3, 137–139, 143, 150, 156, 197–225
 abstract, 197
 acquisition of L2 requests, 199–203
 coding scheme for requests, 224–225
 context, 197–198, 220–221
 data analysis, 209
 data collection, 207–209
 discussion, 217–220
 intervention, 205–207
 language practice and, 203–204
 language practice tasks, 222
 participants, 204–205
 pre-test and post-test role-play scenarios, 223
 previous research, 198
 requests, 198–200
 results, 209–217
 subordinate clauses, 171
 subordinate structures. *See* text chat online
 supportive texts, 7
 Switzerland, 222
 synchronous computer-mediated communication (SCMC). *See* text chat online
- tabula rasa, 86
 TALO (Text as Language Object), 81, 95
 targeted feedback, 197, 217, 220
 task motivation, 23, 178, 182
 task perception, 172–173, 178–179, 181, 185–186, 189
 task repetition, xvi, 26, 28, 44, 50, 94
 advantages of, xiv
 fluency and, xv
 task-based activities, 9
 task-based language teaching, xiv, 33. *See* practice within SLA
 task-based language teaching (TBLT), 31
 TAVI (texts as vehicles of information), 81
 TBA. *See* text-based grammar
 teacher plausibility. *See also* text-based grammar
 teacher training programme, 233, 247
 teacher-directed storytelling, 9
 TED talks, 83
 TESL (Teaching English as a Second Language), 228–229, 233
- text
 definition of, 83
 text language, 238
 text messages, 256
 text-based grammar, 2–3, 79–106
 abstract, 79
 blurring the boundaries, 92–95
 context, 79–81, 97–98
 eye contact, 99–102
 language practice, 102–104
 language studies, 101–102, 104–106
 language-focused activities, 83–86
 meaningfulness, 84–85
 meaningfulness and motivation, 90–91
 methodology, 87–89
 previous research, 81–87
 results and discussion, 89–98
 syllabus, 86–87, 95–96
 teacher plausibility, 96–97
 text collection, 82–83
 text chat online, 164–193, 241, 258
 abstract, 164
 anxiety, 185
 chat interactions, 174–175, 187
 coding, 173
 context, 164–165, 186
 discussion, 183
 emoticons, 167
 focus group interview, 172, 182–183, 191–193
 guided practice via peer interaction in written SCMC, 184–185
 interaction in slow motion, 167
 language learning motivation, 172, 178–181, 185
 materials and methodology, 170
 participants, 170
 positive effects of, 169
 pre- and (delayed) post-tests, 171–172, 176–177, 188
 previous research, 165–167
 procedure, 172–173
 results, 173–174
 SCMC as a site for L2 practice, 167–170
 social chat, 166
 target structures, 170–171
 accuracy of creative use, 176–177
 creative use of, 175
 model, 175
 task perception, 178–181, 185
 questionnaire, 170–172, 189–190
 tasks, 171
 turns, 165–166, 174
 written modality, 167
 textisms, 236, 238
 Thai, 140
 The Beatles, 31
 think-aloud, 259
 third-person -s, 65
 time distribution, 43
 time gaining, 116

- topic management, 9, 12
translation practice, 32
tricky words, 94
turn and topic management, 8
turn-taking, 9, 12, 208
tweets, 165
Twi, 170
- United Kingdom (UK), 88
United States (US), 204, 251
upper-intermediate sample lesson (UISL), 92
use of technology, xiii, 172, 178–179. *See also*
 wiki-mediated collaborative writing
- variationist approaches, 61
Venezuela, 88
verbal mitigation, 199, 201, 209, 218, 220
vicarious participation, 230
video clips, 95
Video Dictionary Entry, 234
Vietnamese, 62
vocabulary, xi, xiv–xvii, 9, 12, 16–17, 20–21,
 28, 32, 56–59, 65, 72, 76–77, 82–83, 91,
 114, 116–118, 121, 125, 128, 131–134,
 171, 182, 191, 234, 243, 246, 263
vocatives, 238
Vulgaria, 8
- weak interface position, 34
which comment clause, 24
- wiki-mediated collaborative writing, 228–251
 abstract, 228
 context, 229–230, 233, 247–249
 cooperative vs collaborative approach,
 232–233
 data and analysis, 234–236
 methodology, 233
 participants, 233
 participation and turn-taking,
 239–240
 previous research, 230–233
 results and discussion, 236–237
 social presence, 236–239
 task design, 234
 utilising wiki technology, 240–242
 wiki posts, 250–251
 wiki space, 145
 wikis, 3
 written text production, 242–246
word order, 7, 16, 46, 170–171, 175–176,
 183–184, 186, 188, 192
working memory, 36
World Cup 2014, 205
written production, 208, 218–219
- yes-no* question, 13
YouTube, 83, 165
- zones of proximal development (ZPDs), 229,
 241