

Index

- Aboriginal students, 87, 96, 99–100, 103, 108
 accessibility principle, 35, 41, 44
 affective, 15, 89, 133, 214–215, 331–332, 568
 aptitude, xx, 48, 51, 170, 211, 216, 218, 222–223, 308, 310, 318–319, 322, 324, 374, 444, 563, 568, 609–611, 624
 authentic tasks, 84, 108, 328, 463, 509, 513, 522, 641, 656–657
 automaticity, 215
- China, ix, xi, xvii, xviii, xxi, 23, 70–71, 82, 135–142, 144, 146–147, 149–150, 228, 248, 399, 410, 432, 434–436, 441–444, 462, 648, 651, 655, 658, 661, 666–669
- content and language integrated learning, x, xxvi, 229, 397–398, 401–408, 410–420, 424–425, 429–431, 439, 443–444, 465, 476, 636, 645–647, 667
- Cognition Hypothesis, x, 13–15, 20–21, 24–25, 205, 213–214, 216–218, 221–225, 248, 266, 269, 288, 333–335, 343, 390, 582–584, 607, 616, 623
- computer-mediated, xviii, xxi, 63, 199–200, 235, 314, 320–321, 326, 330, 334–335, 338–344, 622, 634
- conceptualisation, 10, 14
- course books, 432, 436, 439, 442, 629
- criterion-referenced performance, xi, 66
- declarative knowledge, 29
- discourse sample, 180
- elaborated input, 170, 363, 370
- English for academic purposes, 76, 94, 200–201, 291, 613
- experiential learning, 329, 434
- explicit learning, 4, 19, 308–309, 322, 324, 563
- fluency, 4–7, 12–14, 18–19, 21–23, 26–27, 62, 84, 124–125, 133, 210, 212, 214, 217, 219, 221, 247, 249, 268–269, 271, 333, 402, 404, 407, 409, 414–415, 433, 451, 539–540, 595, 607–608, 610, 613, 622–623, 625, 627, 653
- focus on form, 21–22, 27, 30, 38–39, 41–42, 46, 48, 198, 221, 251, 271, 287, 296–297, 306, 320–322, 324–325, 328, 331, 342, 365–366, 369, 381, 384, 409, 453–454, 470, 480, 482–483, 488, 551, 626–627, 632, 635
- formulator, 14, 17
- functional adequacy, 561–562
- gaming, 225, 241, 326, 329, 331–332, 337, 340, 343
- implicit learning, xxi, 4, 8, 19, 308, 310, 324, 387, 553, 563
- Indigenous, x, xix, xx, 87–88, 92, 96, 100, 108, 359–360, 365, 369–372, 477, 660–661, 668
- individual differences, 11, 49–50, 222–223, 322, 324, 471, 564
- information gap, 267, 274
- innovation, 28, 45, 51–52, 70, 82, 86, 89, 91, 149–150, 258, 335, 432, 441, 444, 448–449, 457–459, 461, 525, 532, 535, 543–544, 622, 628–631, 634, 636, 638, 642–645, 648, 650, 652, 654–656, 666–667, 672, 674–675
- intentional reasoning, 211–212, 217, 223, 234
- Interaction Hypothesis, 7, 62, 266, 307, 309, 313
- Italian, x, xi, xix, xxvi, 170, 250–258, 417, 549, 551–553, 555, 611
- jigsaw, 63, 333, 403
- L2 pragmatics, xviii, xix, 189, 200–201
- language analysis, 175
- language exchange, 252–253, 257
- learner needs, xxviii, 44, 55, 68, 74–77, 79, 82–83, 88–92, 96, 129, 134, 137, 171, 185, 293, 306, 533, 544
- Levelt, 14, 17, 22, 24, 42, 49
- lexical diversity, 332, 608, 623
- methodological principles, 75, 92, 97, 331, 360, 362, 369–370, 372, 469, 479–480, 532, 660–661, 671–672, 674
- modified elaborated, 165, 167, 171–172, 186, 493

- needs analysis, ix, x, xxviii, xxix, 3, 53, 57, 59, 67–68, 73–74, 76, 80, 92–98, 108, 110, 118, 120, 122, 124–125, 127, 131–135, 137–138, 140, 142, 146–147, 150–151, 169–171, 173, 184–186, 189, 200–201, 208, 221, 226–230, 232, 236, 238, 240, 245, 247–249, 251, 264, 286, 291, 340, 348, 355–356, 374–376, 378–379, 382, 384, 389–390, 444, 465, 475, 479, 481, 484, 491–493, 533–534, 537, 539, 543–544, 546–547, 551–552, 567, 569, 573, 580, 583, 640, 654, 657, 660, 674
- Noticing Hypothesis, 307
- pedagogic tasks, x, xxvi, xxix, 22, 45, 50, 56, 58–68, 84, 107, 118, 120, 125, 127–130, 142, 151, 154, 168, 189, 205, 214, 216, 223, 225, 229–231, 240, 255, 264, 288–288, 293, 295, 300–301, 313, 320, 328, 479, 487, 536, 542, 553, 567, 590, 598, 611, 626
- performance assessment, 66, 288, 508–509, 511–512, 524–527, 599
- post-task, 7, 10–11, 15, 18–19, 23–24, 26, 39, 240, 295–296, 298, 300, 454, 612, 622
- pre-task, 6, 9–10, 20, 296, 345
- primary schools, xi, 70, 149, 401–402, 441, 460, 585–587, 596, 622, 666
- program design, x, 61, 67–68, 250, 533, 535, 540, 543, 569, 583
- program evaluation, xi, xvii, xix, 69, 72, 287, 465, 529–530, 532, 543–547, 672
- reflective practice, 449–450, 458, 460–461, 489
- refugees, ix, x, xxix, 73, 85–86, 109, 111, 117, 153, 228, 290–292, 297, 299–302, 659
- reliability, xxviii, 77, 79, 82, 113, 156, 191, 419, 552, 561, 565, 616, 620
- researched pedagogy, xxvi, 46, 49, 61, 69, 97, 149, 283–285, 287–289, 459, 461, 622, 649, 651, 654, 665, 669
- resource directing, 16
- restructure, 16, 19–20, 216
- Salish, xx, 87–88, 92, 97, 360, 362–366, 369–373, 660, 668
- school age, 432
- simplified input, 166
- spatial reasoning, 210–213, 225
- SSARC Model, x, 13, 15–16, 20, 205–206, 248
- structural syllabus, xxxi, xxxii, 206, 208, 220, 306, 631
- sub-tasks, 125, 157, 159, 162, 167–169, 188, 190, 193, 196–198, 200, 227, 229, 233, 237, 244, 256, 293, 454
- target discourse, x, 78, 91, 96, 117–118, 120, 151, 153–156, 158, 168, 171–173, 176, 183, 185–186, 188–189, 191, 200, 239, 375, 481, 493
- task characteristics, 5, 8, 11, 17, 20–21, 209–210, 214, 225, 591
- task complexity, xvii, xx, 15, 17–18, 21, 23–25, 117, 154, 209–214, 216, 218–221, 223, 225, 231, 241–244, 259, 293, 300, 333–335, 343, 389–390, 567–568, 572–573, 581–582, 584, 591, 606–608, 616, 620, 623–627, 653, 669
- task design, x, xix, xx, 14, 18, 72, 96, 133, 171, 189, 205, 217–218, 222–223, 225–230, 232, 234, 236–241, 243–245, 247–249, 251, 259–260, 262–267, 269, 271–277, 280, 282–284, 288, 293, 301, 332, 334–335, 337, 432, 439, 452, 482, 529, 532, 568, 572, 624, 659, 666
- task repetition, 10, 22, 47–50, 286, 336, 375, 401, 404, 408–409, 412, 414, 613, 625
- task sequencing principle, 16
- task-as-workplan, 273, 275–277, 298, 442
- task-supported language teaching, 46, 75, 77, 399, 633, 671
- teacher support, 139, 147, 586, 592–593, 595, 599–600, 644
- teacher training, xi, xvii, xx, xxi, 55, 137, 141, 144, 146, 297, 335, 463, 476, 543, 546
- telecollaboration, 250, 257, 259–260
- Trade-off Hypothesis, 407
- washback, xxviii, 517–520, 527
- Web, 326, 342, 344
- young learners, xviii, xxix, 50, 288, 301, 343, 403–404, 408–410, 412–414, 442–443, 521, 528, 545, 548, 654–655, 666, 669–670
- Zapotec, 87–88, 92, 97, 360–363, 365–366, 369–372, 660–661, 668