

Subject Index

- activity frames, 76–77
- adoptees, 5, 6–7
- Affective Filter, 39, 143
- anxiety, 129–130
- aptitude, 130–131, 132–133, 137
- attention: and focus on forms, 73, 74; learned 63–64; and noticing, 60–61; and Processing Instruction, 65
- attitudes, 128, 129, 133
- bilingualism, 21–35; advantages of, 32–33; balanced, 22, 24–25; and code switching, 21, 22–23, 31, 32; cognitive development and, 32–33; defined, 23–24; early, 24, 26, 27; grammatical development in, 31; heritage language learning and, 26; late, 26, 27; maintenance of, 27–28; receptive, 25–26; vocabulary acquisition in, 7, 29–31
- brain, 4, 16, 17
- Child Directed Speech, 40–41
- code switching, see mixing languages
- cognitive linguistics, 150–151
- cognitive style, 123–124, 127
- connectionism, 150–151
- correction, 107–120; classroom, 119–120; of oral errors, 109–113; timing of, 107–108; of written errors, 114–118
- correlation, 126
- critical period, 15, 26; See also ultimate attainment
- declarative knowledge, 58–59, 84, 86
- developmental sequences, 96–100
- dictogloss, 78
- effect sizes, 91
- explicit feedback, 88, 149; See also implicit feedback
- explicit learning: and adult learning, 17; and cognitive linguistics, 150; defined, 87; effectiveness of, 85, 87, 89, 90, 111; and Input Enhancement, 66; and grammar instruction, 85–86, 90–95, 102, 117; and pragmatics, 148–149; and vocabulary instruction, 104; See also implicit learning
- explicit knowledge, 86, 95; See also implicit knowledge
- extensive reading, 44–46

- feedback, 76, 108–110, 112, 115, 149; See also correction
- field dependence, 123–124
- field independence, 123–124
- history, teaching of, 81–82, 83
- implicit feedback, 88–89, 149
- implicit knowledge, 86, 93, 95
- implicit learning; and child learning, 17; and cognitive linguistics, 150; defined, 88; and grammar instruction, 85–86, 89, 90, 92, 95, 111, 117; See also explicit learning
- individual differences, 124–144; aptitude, 130–132; cognitive/learning styles, 123–127; emotions, 129–130; future of individual differences research, 137–138; individualizing instruction and, 139–143; motivation, 133–136, 143–144; personality factors, 127–129; Willingness to Communicate model, 136–137
- input; classroom tasks and, 55–56; extensive reading as, 44–46; and immersion, 52; and interaction, 43–44, 48–50, 55; and noticing, 60; simplified speech as, 40–43
- input enhancement, 62–64, 66, 73–74
- Input Processing, See Processing
- Instruction
- interlanguage talk, 40, 43–44
- interaction: activities, 56–57; and correction, 109; and input, 43–44, 48–50, 55; and output, 50–52, 55; and Sociocultural Theory, 154
- language socialization, 156–157
- learning strategies, 84, 140–141
- learning style, 123, 127, 142–143
- metacognition, 127, 137–38, 140, 141–142
- missionaries, 8–12
- mixing languages, 21, 22, 23, 31–32
- Monitor Hypothesis, 38, 48
- motivation: classic views of 133–134; in classroom, 143–144; and emotions, 129, 130; factors in, 136; and personality factors, 128, 129; and Self-Determination Theory, 135; as situated 134–135
- morpheme studies, See developmental sequences
- noticing; and input, 60–61, 62, 63, 73; and output, 53, 72, 74; and planning, 67; and pragmatics, 148

- order of acquisition, *See*
 - developmental sequences
- output: and interaction, 50–54,
55; and noticing, 53, 72–75
- Output Hypothesis, 52–53
- personality factors, 127–129
- physics, teaching of, 82–83
- planning, 67–70, 72, 75
- practice, 58–59, 75–76, 86
- pragmatics, 147–150
- private speech, 154, 156
- procedural knowledge, 58–59, 84
- Processing Instruction, 64–66,
75
- prompts, 76, 111, 112, 113, 119;
See also correction
- prototypes, 152–153
- rate of acquisition, *See* speed of
acquisition
- recasts, 109, 111, 112, 113, 132;
See also correction
- regression, 10
- repetition, 70–72, 75
- scaffolding, 155–156
- Sociocultural Theory, 44,
153–156
- speed of acquisition, 5–12; speed
of adult SLA, 8–12; speed of
childhood SLA, 6–7
- speed of first language
acquisition, 5–6
- stages of acquisition, *See*
developmental sequences
- teacher talk, 40, 42–43
- transfer, 83–84
- ultimate attainment, 12–15; *See*
also critical period
- vocabulary acquisition, 100–102
- Willingness to Communicate
model, 136–137, 138