## Index

accommodations, 35
accuracy, 74, 78, 87
activities, classroom, $3,11,15,26,32,38,41$, $52,57,66,70,74,76,78,80,95,110,123$, 130, 143, 149, 151, 153-155
authentic, 28, 30, 51, 73, 142, 148, 150, 162
challenging, $7-9,14-16,28,33,56-58,69$, 73, 165
enjoyable, $8,9,23,25,29-31,54,104$, 132, 150
adolescence
anxiety, $2,17,75$
cognitive change, 2-3
confidence, $2,3,35,86,133$
emotional change, 1-4
importance of peers, 3, 11-14, 27, 29, 125, 132
insecurity, 2, 160
physical change, 1
self-esteem, 12,35
social change, $1,3,8$
affordances, 145, 147-149, 150, 156, 166
analytic ability. See metalinguistic awareness
aptitude, language, 20-23
language analytic ability, 21, 159
phonemic encoding ability, 21
working memory, 22, 118
artificial intelligence, 143
assessment, 35-39, 117, 120, 138, 146-148
attention, $2-3,22,26,34,55,58,62,65-66$, $69,74,77-78,86,87,89,90-93,94,95$, $96,99,101,104,112,115,124,125,131$, 163, 166
automated speech recognition, 143
automatisation, 114, 116, 123,
autonomy, 7, 9, 32, 79, 148, 164
classroom
environmental challenge, $14,34,52$, 73, 158
environmental support, $1,14,20,29,31$, $76,86,158,167$
positive environment, 1, 4-7, 12, 126, 129
cognitive perspective/theory, $84,85,114$
collaboration, 5, 6, 138-139, 150
comity, 11
communication
digital/online, 136, 139-140
meaningful, $73,74,96,120-124,126-129$, 162, 163
competence
communicative, 125, 126-129, 138
digital, 136-137, 138-140
intercultural, 33, 137, 138, 149, 157
computer-assisted language learning (CALL), 136, 145, 157
computer-mediated communication (CMC), 145, 149
deductive approach. See focus on form
DeKeyser, 91, 114-115, 116, 118, 120, 124, 126, 134
differentiation, 19-20, 145-147, 148
disability. See specific learning differences/ difficulties
Dörnyei, 4-7, 8-9, 19, 21, 24-26, 159
drills. See practice

Ellis, R, 44-45, 48, 54, 72, 90, 96-97, 109, 161-162, 166-167
engagement, $9,15,26-31,45,52,54,73,86$, $138,148,152,153$
equality, 12

Erlam, 23, 37, 97, 98, 100, 111, 152, 161, 163 expectations, $7-8,15,21,28,48,52$, 75-76, 158
feedback
automatised, 141, 142,
corrective. See focus on form, corrective feedback
individual, 68, 69, 86, 125, 143, 147, 151
flipped classroom, 40
fluency, $45,61,64,65,78,91,114,116,117$, $119,122,123,129,131-132,133$, 164, 165
focus on form
corrective feedback, 97-99
deductive, 102, 103
explicit explanation, 10, 23, 37, 91-92, 97, 100-102, 104, 107, 115, 119, 159, 163, 165
grammar, $9,23,35,39,46,50,54$, $65,74,90,91,92,103,106-108,151$, 159, 161
inductive, 101-104, 159
integrated, 95-96, 98, 101
isolated, 94, 96-97, 104
metalanguage, 100
reactive, 99
rules, 23, 91, 94, 100-103
student-initiated, 98-99
teacher-initiated, 90, 92-95, 96, 101, 104
focus on formS, 95, 96-97, 104, 111
form-meaning mapping, $96,110,118$
formulaic language, 48-51, 63, 119, 162
game-based language learning. See learning
gamification, 150-152, 157
gifted student, 39
goals, 7-9, 12, 15, 50, 117, 147, 150
grammar. See focus on form
group
dynamics, 6, 9-14
mixed ability, 9
work. See pair work

Hattie, 4-7
heritage language learner, 10, 32-33, 44, 147
ideal L2 self. See motivation
immersion, 61, 64, 65, 89
inclusion, 19-20, 32, 138
individualisation, 145-148
inductive approach. See focus on form
input
authentic, 28, 142, 147-148, 150, 165
comprehensible, 44, 52-54, 58
extensive, $45,51,90,134,162,165$
hypothesis, 44-45, 52-54
impoverished, 21, 45, 61-62, 92
input $+1,56-58$
maximising, 47-51, 58-59
meaning-focused, $47,110,165$
redundancy, 53
interaction
meaning-focused. See input, meaning-
focused; output, meaning-focused
peer, $5,6,11,12-14,76,125$
teacher-class, 6,10
teacher-student, 5, 8, 9-11, 55
interactivity, 124-126, 134
Interface Hypothesis, 90-91
intonation, 78, 125-126
knowledge
declarative, 114-115, 116, 119
explicit, 91, 162, 165
implicit, 89, 91, 162
procedural, 114, 116, 126
Krashen, 44, 56, 64, 89, 129, 160
learner
abilities, $7-9,10,20-22,28,33,61,62-63$, $68,69,87,91,150,165$
differences, 19-21, 23, 33-35, 37, 38-41, 104, 161
gifted, 39
interests, $3,7-10,20,23-25,54,76,79$, $133,136,147,148$
needs, $3,7-8,9,10,19-20,23,31-32,33$, 35-39, 57, 147
learning
cooperative, 4, 13-14, 125, 149
expanded learning space, 61-62
explicit. See knowledge, explicit
game-based, 29, 145, 149, 150-152
implicit. See knowledge, implicit
incidental, 50, 59, 91, 109, 111
online, 28, 30, 40, 54, 78, 135-157
out-of-class, $144,150,152-153,155$,
rate of, $20,34,91,92,110,115,116$
situated, 153-156
social, 149-152
styles, 4, 147
teacher-fronted, 125, 132
usage-based, 45-47
virtual learning spaces, $13,144,150,153$
levels of processing, 102-104
Lightbown, 45, 61, 89, 92, 94, 95, 96, 104
listening, $51,57,65,90,113,124,131,140$, 142, 148, 163
literacy, $10,11,33,61$
audio-visual, 149
critical digital, 137, 139, 140, 155
dictionary, 141
digital, 136, 138
media
digital, 135-157
non-digital, 51, 140, 156
social, 144, 149-150, 153
meme, 143-144
memory. See aptitude, language
metalinguistic awareness, $3,20,91,101$, 110, 159
mobile-assisted language learning (MALL/ MLL), 136, 145, 153-155
motivation, 15, 20, 152
extrinsic, 24-25
ideal L2 self, 25-26, 159
intrinsic, 8, 24-25
low, 7,35
multilingual learner, 31-33
multimodality, 11, 54, 138, 141, 144
mutuality, 10, 12

Nation, 38, 47, 56, 64, 65, 69, 70, 71, 73, $77-78,79,81,89,104,109,110,111,118$, $122,131-132,133,165-167$
negotiation of meaning, 85-86, 125, 152, 164
Noticing Hypothesis. See attention

Ortega, 113, 116, 124-131, 133
output
communicative, 73
comprehensible, 65-66, 143
extended, 72
meaning-focused, $64,73-75,77,110,165$
noticing a gap, 68, 95, 98, 99, 101, 128
pushed, 68, 69-73, 75, 82, 87, 88
reflecting on language, 68-69, 116, 131, 142
time pressure, 70-71, 132, 150
pair work, $10,12-14,29,31,40,81,104,112$, $120,125,132,164$
Pegrum, 137, 152
Philp, 3, 5, 6, 9-10, 14, 26, 27, 98, 100, 126
practice
communicative, 117, 120, 123
drills, 74, 87, 117-119, 133
interactive, 124-126, 131
meaningful, 117, 120-123, 126-129, 131, 133
mechanical, 74, 117, 118-119
optimal, 124-131
pragmatics, 92
proceduralisation. See automatisation
production. See output
proficiency, $9,11,32,45,54,57,60,61,62$, $69,75,84,114,116,134,146,162$
pronunciation, $10,35,78,90,92,98,110$, 118-119, 133, 143-145
puberty. See adolescence
reading, $33,35,42,51,52,65,69,90,113$, $131,134,140,142,148,161,165$
reality
augmented, 144, 156
virtual, 144, 156
register, 95, 110
relationships
classroom, 5, 7, 13, 76
peer. See interaction, peer
positive, $5-7,15,29,55,167$
teacher-student. See interaction, teacher-student
respect, $3,6,10,12-13,61$
Rubie-Davies, 7-8, 48, 52, 75

SAMR model, 140-145, 154, 156
scaffolding. See classroom, environmental support
silent period, 46
skill acquisition theory, 113-117
sociocultural perspective/theory, 84-85, 87, 149
Spada, 20, 92, 94, 95, 96, 97, 104
speaking, $2,21,25,28,29,44,54,63,65,75$, $76,77-78,81,87,88,90,93,96,113,117$, $120,131,133,134,141,142,147,152$
specific learning differences/difficulties, 19, $20,23,33-38,41,42,104$
Swain, 65-69, 84, 89, 101
task-based language teaching (TBLT), 136, 157, 166
teacher
expectations. See expectations
as learner, 59
role of, 1, 10-11, 58, 62
talk, 47, 55, 56
use of L1, 32, 60-61, 101
technology
digital, 135-157
disruptive, 136
translanguaging, 60-61, 62
trust, 7, 10-13, 29, 126, 129
usage-based language learning. See learning
vocabulary, $35,40,46,54,65,74,81,89,90$, $92,104-106,109,110,118,126,147$, $151,159,161,162,164$
writing, $28,33,35,44,64,65,66,69,70,72$, $74,77-81,87-88,90,122,128,131,139$, $140,142,144,147,148,149,156$, 159, 163

