Language Awareness ÍNDICE DE TÍTULOS 1997(4)-2020(1)

Título	Autor	Año	Volumen	Número	Páginas
'Educational Landscaping': a method for raising awareness about language and communication.	Scarvaglieri, Claudio	2017	Vol. 26	Issue 4	325-342
'How was your weekend?': developing the interactional competence in managing routine inquiries.	Waring, Hansun Zhang	2013	Vol. 22	lssue 1	1-16
'I speak five languages': fostering plurilingual competence through language awareness.	Oliveira, Ana Luísa ; Ançã, Maria Helena	2009	Vol. 18	Issues 3-4	403-421
'I think we should just accept our horrible lowly status': Analysing Teacher–Teacher Talk Within the Context of Community of Practice.	Vaughan, Elaine	2007	Vol. 16	Issue 3	173-189
'If we say English, that means America': Japanese students' perceptions of varieties of English.	Evans, Betsy E. ; Imai, Terumi	2011	Vol. 20	Issue 4	315-326
'It's vocabulary'/'it's gender': learner awareness and incidental learning.	Bell, Phillipa K. ; Collins, Laura	2009	Vol. 18	Issues 3-4	277-293
'Let's think about it together:' how teachers differentiate discourse to mediate collaboration among linguistically diverse students.	Martin-Beltrán, Melinda ; Guzman, Natalia L. ; Chen, Pei-Jie Jenny	2017	Vol. 26	Issue 1	41-58
'Now I see how my students feel': expansive learning in a language awareness workshop.	Ruiz Fajardo, Guadalupe ; Torres-Guzmán, María E.	2016	Vol. 25	Issue 3	222-240
'The Isle is Full of Noises': Using Wiki Software to Establish a Discourse Community in a Shakespeare Classroom.	Farabaugh, Robin	2007	Vol. 16	lssue 1	41-56
'This is my life style, Arabic and English': students' attitudes to (trans)languaging in a bilingual university context.	Palfreyman, David M. ; Al-Bataineh, Afaf	2018	Vol. 27	Issues 1-2	79-95
'Write it down and then what?': Promoting pre-service teachers' language awareness, metacognitive development and pedagogical skills through reflections on vocabulary acquisition and teaching.		2018	Vol. 27	Issue 4	277-294
A case study of developing student-teachers' language awareness through online discussion forums.	Mok, Jane	2013	Vol. 22	Issue 2	161-175
A Classroom Forum on Small Group Work: L2 Learners See, and Change, Themselves.	Ewald, Jennifer D.	2004	Vol. 13	Issue 3	163-179
A Companion to Linguistic Anthropology. Alessandro Duranti (ed.). Malden (USA): Blackwell Publishing, 2004. (Book Review)	Willems, Gerard M.	2005	Vol. 14	Issue 1	69-73

A comparison of EFL teachers' and students' attitudes to oral corrective feedback.	Roothooft, Hanne ; Breeze, Ruth	2016	Vol. 25	Issue 4	318-335
A Conceptual Approach to Existential Verbs in Japanese: The Case of Aru versus Iru.	Strauss, Susan	2008	Vol. 17	Issue 3	179-194
A Course in Language Teaching. P. Ur. Cambridge: Cambridge University Press, 1996 (Book Review)	. Thome, Aidan	1998	Vol. 7	Issues 2-3	146-149
A diplomatic advantage? The effects of bilingualism and formal language training o language aptitude amongst Australian diplomatic officers.	n Planchon, Anita ; Ellis, Elizabeth	2014	Vol. 23	Issue 3	203-219
A Dynamic Model of Multilingualism: Perspectives of Change in Psycholinguistics Philip Herdina and Ulrike Jessner. Clevedon: Multilingual Matters, 2002. (Book Review		2002	Vol. 11	Issue 3	221-224
A Grammar of Speech. David Brazil. Oxford: Oxford University Press, 1995. (Boo Review)	k Cauldwell, Richard	1997	Vol. 6	Issue 4	242-244
A poetic inquiry into learning English as an additional language: Korean learners perceptions through sijo, Korean poetry.	' Kim, Kyung Min ; Kim, Soyeon	2018	Vol. 27	Issue 4	295-311
A practical introduction to corpora in a teacher training language awarenes programme.	s Coniam, David	1997	Vol. 6	Issue 4	199-207
A Satellite View of Language: Some Lessons from Science Classrooms.	Kress, Gunther ; Ogborn, Jon ; Martins, Isabel	1998	Vol. 7	Issues 2-3	69-89
A Study of Intonation Awareness and Learning in Non-native Speakers of English.	Ramirez-Verdugo, M. Dolores	2006	Vol. 15	Issue 3	141-159
A study of Macao tertiary students' language attitudes after the handover.	Yan, Xi	2017	Vol. 26	Issue 1	25-40
A study of the pragmatic perception and strategic behaviour of adult second languag learners.	e Lazenby Simpson, Barbara	1997	Vol. 6	Issue 4	233-237
A systemic functional contribution to planning academic genre teaching in a bilingua education context.	I Walker, Elizabeth	2010	Vol. 19	Issue 2	73-87
A Vygotskian Perspective on Corrective Feedback in L2: The Effect of Random Versu Negotiated Help on the Learning of English Articles.	s Nassaji, Hossein ; Swain, Merrill	2000	Vol. 9	Issue 1	34-51
Aboriginal English in the Classroom: An Asset or a Liability?	Sharifian, Farzad	2008	Vol. 17	Issue 2	131-138
Above and beyond the syllabus: transformation in an adult, foreign languag classroom.	e Johnson, Stacey Margarita ; Mullins Nelson, Barbara	2010	Vol. 19	Issue 1	35-50
Academic Discourse. J. Flowerdew (ed.). London: Pearson Education, 2002. (Boo Review)	k Zhou, Ally	2006	Vol. 15	Issue 1	58-61
Academic writing in a global context: the politics and practices of publishing in English by Theresa Lillis and Mary Jane Curry, London and New York, Routledge, 2010. (Boo Review)		2012	Vol. 21	Issue 4	391-394

Accomodating Brocolli in the Cemetary: or why can't anybody spell? Vivian James Cook. London: Profile Books, 2005. (Book Review)	James, Carl	2006	Vol. 15	Issue 2	130-139
Activity Theory and the Incidental Learning of Second-language Vocabulary.	McCafferty, Steven G. ; Roebuck, Regina F. ; Wayland, Ratree P.	2001	Vol. 10	Issue 4	289-294
Age and Uptake in TESL Training: Differing Responses to Declaratively- and Procedurally-Oriented Grammar Instruction.	Morris, Lori	2002	Vol. 11	Issue 3	192-207
All These Like Little Name Things': A Comparative Study of Language Teachers' Explicit Knowledge of Grammar and Grammatical Terminology.	Andrews, Stephen	1999	Vol. 8	Issues 3-4	143-159
An Examination of the Relationship between Metalinguistic Awareness and Second- language Proficiency of Adult Learners of French.	Renou, Janet	2001	Vol. 10	Issue 4	248-267
An explicit-inductive approach to grammar in Irish-medium immersion schools.	Ní Dhiorbháin, Aisling ; Ó Duibhir, Pádraig	2017	Vol. 26	Issue 1	3-24
An Introduction to Contact Linguistics. Donald Winford. Oxford: Blackwell Publishing, 2003. (Book Review)	Aronin, Larissa	2005	Vol. 14	Issues 2-3	203-206
Analysing English in a Global Context: A Reader. Teaching English Language Worldwide Series. Anne Burns and Garoline Goffin (eds). Routledge in association with Macquarie University and The Open University, 2001. (Book Review)		2002	Vol. 11	Issue 1	64-66
Any role for foreign languages in promoting children's critical thinking? The case of stereotyping.	Ben Maad, Mohamed Ridha	2020	Vol. 29	Issue 1	60-77
Applied Linguistics and Language Teacher Education. Nat Bartels (ed.). Series: Educational Linguistics, Vol. 4. New York: Springer Science and Business Media, 2005. (Book Review)		2005	Vol. 14	Issue 4	277-280
Applied linguistics as a social science, by Alison Sealey and Bob Carter, London and New York, Continuum, 2004. (Book Review)	Koteyko, Nelya	2009	Vol. 18	Issue 2	220-222
Applied Linguistics in Language Education. S. McDonough. London: Arnold, 2003. (Book Review)	Kunschak, Claudia	2004	Vol. 13	Issue 1	56-58
Applying cognitive linguistics to teaching the Spanish prepositions por and para.	Lam, Yvonne	2009	Vol. 18	Issue 1	2-18
Are alphabetic language -derived models of L2 reading relevant to L1 logographic background readers?	Ehrich, John Fitzgerald ; et al.	2013	Vol. 22	Issue 1	39-55
Artificial Intelligence and Second Language Learning: An Efficient Approach to Error Remediation.	Dodigovic, Marina	2007	Vol. 16	Issue 2	99-113
Attending to second language lexical stress: exploring the roles of metalinguistic awareness and self-assessment.	O'Brien, Mary Grantham	2019	Vol. 28	Issue 4	310-328
Attention and Literary Education: A Model of Literary Knowledge Development.	Hanauer, David	1999	Vol. 8	Issue 1	15-29
	1	-	1		1

Attention processes observed in think-aloud protocols: two multilingual informants writing in two languages.	Armengol, Lurdes ; Cots, Josep M.	2009	Vol. 18	Issues 3-4	259-276
Attention, awareness, and accents in L2 French.	Sturm, Jessica L.	2013	Vol. 22	Issue 2	146-160
Attitudes, motivations et conscience métalinguistique chez des bilingues et des trilingues adultes: effets, similarités et différences.	El Euch, Sonia	2010	Vol. 19	Issue 1	17-33
Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications. Zoltán Dörnyei (ed.). Malden, MA and Oxford: Blackwell Publishing, 2003. (Book Review)		2005	Vol. 14	Issues 2-3	199-203
Authentic L2 interactions as material for a pragmatic awareness-raising activity.	Cheng, Tsui-Ping	2016	Vol. 25	Issue 3	159-178
Awareness and learning under incidental learning conditions.	Rogers, John	2017	Vol. 26	Issue 2	113-133
Awareness development for online reading.	Zenotz, Victoria	2012	Vol. 21	Issues 1-2	85-100
Awareness in Intercultural Communication.	Roberts, Celia	1998	Vol. 7	Issues 2-3	109-127
Awareness in Reading: EFL Students' Metacognitive Knowledge of Reading Strategies in an Acquisition-poor Environment.	Jun Zhang, Lawrence	2001	Vol. 10	Issue 4	268-288
Awareness of L1 form-meaning mappings can reduce crosslinguistic effects in L2 grammatical learning.	McManus, Kevin	2019	Vol. 28	Issue 2	114-138
Awareness of L1/L2 differences: does it matter?	Ammar, Ahlem ; Lightbown, Patsy M. ; Spada, Nina	2010	Vol. 19	Issue 2	129-146
Awareness of meaning of conventional expressions in second-language pragmatics.	Bardovi-Harlig, Kathleen	2014	Vol. 23	Issues 1-2	41-56
Awareness of Metalanguage.	Berry, Roger	2004	Vol. 13	Issue 1	1-16
Awareness of Strategies is Not Enough: How Learners Can Give Each Other the Confidence to Use Them.	Lehtonen, Tuula	2000	Vol. 9	Issue 2	64-77
Awareness of the role of the body in the pedagogy of Italian in Canada and in Italy.	Salvato, Giuliana	2020	Vol. 29	Issue 1	78-95
Awareness, Response and What Might Lie Beyond: A Critical Linguistic Perspective on Literature as a Social Practice and the Implications of this Perspective for the Use of Literature in Education.		1999	Vol. 8	Issue 1	3-14
Beneath Higher Ground: Vygotsky, Volosinov, and an Archaeology of Reported Speech in Primary EFL Writing.	Yi, Jungran ; Kellogg, David	2006	Vol. 15	Issue 1	38-52
Beyond alef, be, pe: the socialisation of incipient ideology through literacy practices in an Iranian first-grade classroom.	Strauss, Susan ; Feiz, Parastou	2013	Vol. 22	Issue 3	197-219
Beyond Ebonics. Linguistic Pride and Racial Prejudice. John Baugh. Oxford: Oxford University Press, 2000. (Book Review)	Lechleiter, Heinz	2004	Vol. 13	Issue 3	207-212
	1	1	1		

Beyond Language, Beyond Awareness: Metacommunication in Instructional Settings.	Sarangi, Srikant	1998	Vol. 7	Issues 2-3	63-68
Beyond the language: listener comments on extra-linguistic cues in perception tasks.	Gnevsheva, Ksenia	2016	Vol. 25	Issue 4	257-271
Bilinguality and Literacy: Principles and Practice. M. Datta (ed.). Continuum, 2000. (Book Review)	Inutsuka, Kumiko	2001	Vol. 10	Issue 4	301-304
Books, Pictures and Conversations: Using Bilingual Multimedia Storybooks to Develop Language Awareness.	Edwards, Viv ; Monaghan, Frank ; Knight, John	2000	Vol. 9	Issue 3	135-146
Breaking Tradition: An Exploration of the Historical Relationship Between Theory and Practice in Second Language Teaching. D. Musumeci. New York: McGraw-Hill, 1997. (Book Review)		2000	Vol. 9	Issue 2	112-115
Bridging 'what I said' and 'why I said it': the role of metapragmatic awareness in L2 request performance.	Li, Citing ; Gao, Xuesong (Andy)	2017	Vol. 26	Issue 3	170-190
Bridging the gap between linguistic theory and L1 grammar education – experts' views on essential linguistic concepts.	van Rijt, Jimmy ; Coppen, Peter-Arno	2017	Vol. 26	Issue 4	360-380
Bridging the Gap between Theory and Practice: Language Policy in Multilingual Organisations.	Thomas, Chris Allen	2008	Vol. 17	Issue 4	307-325
Bringing critical discourse analysis into the classroom: a critical language awareness project on fairy tales for young school children.	Karagiannaki, Evanthia ; Stamou, Anastasia G.	2018	Vol. 27	Issue 3	222-242
Broadening learners' perspectives on World Englishes: a classroom-based study.	Kang, Hyun-Sook ; Ahn, So-Yeon	2019	Vol. 28	Issue 4	268-290
Change of Editorship for Language Awareness. (Editorial)	Garrett, Peter ; Burley, Suzanne ; Pomphrey, Cathy	2008	Vol. 17	Issue 1	1-2
Changes in immigrant individuals' language attitudes through contact with Catalan: the mirror effect.	Cortès-Colomé, Montserrat ; Barrieras, Mònica ; Comellas, Pere	2016	Vol. 25	Issue 4	272-289
Changing reasons as reasoning changes: a narrative interview on second language classroom motivation, telecollaboration, and the learning of foreign languages.	Negueruela-Azarola, Eduardo	2011	Vol. 20	Issue 3	183-201
Checking Understandings: Comparing Textbooks and a Corpus of Spoken English in Hong Kong.	Cheng, Winnie ; Warren, Martin	2007	Vol. 16	Issue 3	190-207
Children's Elicited Use of Pragmatic Language Functions: How Six- and Seven-year-old Children Adapt to the Interactional Environments of Story Scenarios.	Gordon Pershey, Monica	2000	Vol. 9	Issue 4	218-235
Chinese attitudes towards varieties of English: a pre-Olympic examination.	Xu, Wei ; Wang, Yu ; Case, Rod E.	2010	Vol. 19	Issue 4	249-260
Chinese EFL learners' perception of peer oral and written feedback as providers, receivers and observers.	Tian, Lili ; Li, Li	2018	Vol. 27	Issue 4	312-330
CLIL students' perceptions of their language learning process: delving into self- perceived improvement and instructional preferences.	Lasagabaster, David ; Doiz, Aintzane	2016	Vol. 25	Issues 1-2	110-126
	1			1	1

e, Joanna L. ; Horst, Marlise nais, Diane ; et al. ry, Nathan John Marilyn in, Beth da, Etsuko ; Scrimgeour, Andrew	2017 2012 2008	Vol. 23 Vol. 26 Vol. 21 Vol. 17 Vol. 24 Vol. 22 Vol. 21 Vol. 18 Vol. 14	Issue 3 Issues 1-2 Issue 2 Issue 4 Issue 1 Issues 1-2	139-155 303-315 95-97 33-56 61-73
e, Joanna L. ; Horst, Marlise nais, Diane ; et al. ry, Nathan John Marilyn in, Beth da, Etsuko ; Scrimgeour, Andrew	2012 2008 2015 2013 2012 2009	Vol. 21 Vol. 17 Vol. 24 Vol. 22 Vol. 21 Vol. 18	Issues 1-2 Issue 2 Issue 4 Issue 1 Issues 1-2 Issue 1	181-196 139-155 303-315 95-97 33-56 61-73
nais, Diane ; et al. y, Nathan John Marilyn in, Beth da, Etsuko ; Scrimgeour, Andrew	2008 2015 2013 2012 2009	Vol. 17 Vol. 24 Vol. 22 Vol. 21 Vol. 18	Issue 2 Issue 4 Issue 1 Issues 1-2 Issue 1	139-155 303-315 95-97 33-56 61-73
y, Nathan John Marilyn in, Beth da, Etsuko ; Scrimgeour, Andrew	2015 2013 2012 2009	Vol. 24 Vol. 22 Vol. 21 Vol. 18	Issue 4 Issue 1 Issues 1-2 Issue 1	303-315 95-97 33-56 61-73
Marilyn in, Beth da, Etsuko ; Scrimgeour, Andrew	2013 2012 2009	Vol. 22 Vol. 21 Vol. 18	Issue 1 Issues 1-2 Issue 1	95-97 33-56 61-73
in, Beth da, Etsuko ; Scrimgeour, Andrew	2012 2009	Vol. 21 Vol. 18	Issues 1-2 Issue 1	33-56 61-73
da, Etsuko ; Scrimgeour, Andrew	2009	Vol. 18	lssue 1	61-73
a, Laura	2005	Vol. 14	Issues 2-3	153-169
				I
, Caroline ; Collins, Laura	2017	Vol. 26	Issue 3	191-210
h, Neomy	1998	Vol. 7	Issue 4	176-191
onough, Jo ; McDonough, Steven	2001	Vol. 10	Issue 4	233-247
vell, Karen	2003	Vol. 12	Issue 2	147-150
on, Annabel Mary	2015	Vol. 24	Issue 1	1-14
nocháin, Róisín	2011	Vol. 20	Issue 1	61-63
ti, Tereza ; et al.	2019	Vol. 28	Issue 3	207-226
ım, David	2004	Vol. 13	Issue 1	49-55
da, Reiko	2013	Vol. 22	Issue 4	371-388
ner, Sheena ; Rea-Dickins, Pauline	2001	Vol. 10	Issues 2-3	161-177
erg, Agneta M-L.	2005	Vol. 14	Issues 2-3	170-190
h, M ond vell on, noc tti, am, da, ner	Neomy Pugh, Jo ; McDonough, Steven , Karen Annabel Mary háin, Róisín Tereza ; et al. David Reiko , Sheena ; Rea-Dickins, Pauline	Neomy1998nugh, Jo ; McDonough, Steven2001, Karen2003Annabel Mary2015cháin, Róisín2011Tereza ; et al.2019David2004Reiko2013, Sheena ; Rea-Dickins, Pauline2001	Neomy1998Vol. 7Nugh, Jo ; McDonough, Steven2001Vol. 10J, Karen2003Vol. 12Annabel Mary2015Vol. 24cháin, Róisín2011Vol. 20Tereza ; et al.2019Vol. 28David2004Vol. 13Reiko2013Vol. 22, Sheena ; Rea-Dickins, Pauline2001Vol. 10	Neomy1998Vol. 7Issue 4Nugh, Jo ; McDonough, Steven2001Vol. 10Issue 4, Karen2003Vol. 12Issue 2Annabel Mary2015Vol. 24Issue 1cháin, Róisín2011Vol. 20Issue 1Tereza ; et al.2019Vol. 28Issue 3David2004Vol. 13Issue 1Reiko2013Vol. 22Issue 4, Sheena ; Rea-Dickins, Pauline2001Vol. 10Issues 2-3

Teacher Perceptions and Learner Engagement.					
Contests and contexts: the Irish language and Ireland's socio-economic development, by John Walsh, Bern, Peter Lang, 2011. (Book Review)	Kiely, Richard	2012	Vol. 21	Issue 3	309-311
Contrastive Rhetoric: Cross-cultural Aspects of Second-language Writing Ulla Connor. Cambridge: Cambridge University Press, 1996. (Book Review)	James, Carl	1998	Vol. 7	Issue 1	52-55
Controversies in Applied Linguistics. B. Seidlhofer (ed.). Oxford: Oxford University Press, 2003. (Book Review)	Kunschak, Claudia	2004	Vol. 13	Issue 4	289-292
Corpus Annotation: Linguistic Information from Computer Text Corpora. R. Garside, G. Leech and A. McEnery (eds). London: Longman, 1997. (Book Review)	Hunston, Susan	2000	Vol. 9	Issue 3	169-177
Corpus, Concordance, Classification: Young Learners in the L1 Classroom.	Sealey, Alison ; Thompson, Paul	2007	Vol. 16	Issue 3	208-223
Critical Language Awareness in the Teaching of Portuguese.	Christina, Maria ; Leal, Diniz	1998	Vol. 7	Issue 1	1-8
Critical Language Awareness Journals and Student Identities.	Janks, Hilary	1999	Vol. 8	Issue 2	111-122
Critical Language Awareness: Key Principles for a Course in Critical Reading.	Wallace, Catherine	1999	Vol. 8	Issue 2	98-110
Critical pedagogy in ELT classroom: exploring contributions of critical literacy to learners' critical consciousness.	Abednia, Arman ; Izadinia, Mahsa	2013	Vol. 22	Issue 4	338-352
Cross-linguistic awareness of adult L3 learners of English: a focus on metalinguistic reflections and proficiency.	Angelovska, Tanja	2018	Vol. 27	Issues 1-2	136-152
Cross-linguistic Awareness of Cultural Keywords: A Study of Chinese and English Speakers.	Cortazzi, Martin ; Shen, Wei Wei	2001	Vol. 10	Issues 2-3	125-142
Cross-linguistic transfer of morphological awareness between Chinese and English.	Ke, Sihui ; Xiao, Feng	2015	Vol. 24	Issue 4	355-380
Cross-subject Dialogue About Language: Attitudes and Perceptions of PGCE Students of English and Modern Languages.	Pomphrey, Cathy ; Moger, Ros	1999	Vol. 8	Issues 3-4	223-236
Cultural Awareness and the Negotiation of Meaning in Intercultural Communication.	Littlewood, William	2001	Vol. 10	Issues 2-3	189-199
Cultural Backgrounds and Textual Appropriation.	Shi, Ling	2006	Vol. 15	Issue 4	264-282
Curriculum Development in Language Teaching. Jack C. Richards. Cambridge: Cambridge University Press, 2002. (Book Review)	Lamie, Judith M.	2003	Vol. 12	Issue 2	143-146
Customising Linguistics: Developing an Electronic Grammar Database for Teachers.	Lock, Graham ; Tsui, Amy B. M.	2000	Vol. 9	Issue 1	17-33
Czasownik Polski (The Polish Verb). Zygmunt Saloni. Warszawa: Wiedza Powszechna, 2001. (Book Review)	Tulasiewicz, Witold	2003	Vol. 12	Issues 3-4	265-269
Defining grammatical difficulty: a student teacher perspective.	Graus, Johan ; Coppen, Peter-Arno	2015	Vol. 24	Issue 2	101-122
Developing Interactional Awareness in the Second Language Classroom Through	Walsh, Steve	2003	Vol. 12	Issue 2	124-142

Teacher Self-evaluation.					
Developing KFL Students' Pragmatic Awareness of Korean Speech Acts: The Use of Discourse Completion Tasks.	Sangpil Byon, Andrew	2006	Vol. 15	Issue 4	244-263
Developing morphological awareness across languages: translanguaging pedagogies in third language acquisition.	Leonet, Oihana ; Cenoz, Jasone ; Gorter, Durk	2020	Vol. 29	lssue 1	41-59
Developing prospective teachers' diagnostic skills through collaborative video analysis: focus on L2 reading.	Finkbeiner, Claudia ; Schluer, Jennifer	2017	Vol. 26	Issue 4	282-303
Developmental Differences in Speech Act Recognition: A Pragmatic Awareness Study.	Garcia, Paula	2004	Vol. 13	Issue 2	96-115
Differential effects of explicit form-focused instruction on morphosyntactic development.	Xu, Hainu ; Lyster, Roy	2014	Vol. 23	Issues 1-2	107-122
Discourse and long-term effects of isolated and combined structured input and structured output on the acquisition of the English causative form.	Benati, Alessandro ; Batziou, Maria	2019	Vol. 28	Issue 2	77-96
Do adult ESL learners' and their teachers' goals for improving grammar in writing correspond?	Zhou, Ally A. ; Busch, Michael ; Cumming, Alister	2014	Vol. 23	Issue 3	234-254
Do They Know What They're Doing? L2 Learners' Awareness of L1 Influence.	Lightbown, Patsy M. ; Spada, Nina	2000	Vol. 9	Issue 4	198-217
Early childhood educators' competences for supporting children's academic language skills in Germany.	Michel, Marije ; Ofner, Daniela ; Thoma, Dieter	2014	Vol. 23	Issues 1-2	138-156
Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation. Lynne Truss. London: Profile Books, 2003. (Book Review)	James, Carl	2006	Vol. 15	Issue 2	130-139
Editorial: A Very Special Issue.	Cots, Josep ; Garrett, Peter	2005	Vol. 14	Issues 2-3	77-79
Editorial: Raising Language Awareness through Analysing Discourse in Context.	Walsh, Steve ; O'Keeffe, Anne	2007	Vol. 16	Issue 3	151-152
Editorial.	Aplin, Richard	2001	Vol. 10	Issues 2-3	73-74
Editorial.	Burley, Suzanne ; Pomphrey, Cathy	2009	Vol. 18	Issue 1	1-1
Editorial.	Burley, Suzanne ; Pomphrey, Cathy	2009	Vol. 18	Issue 2	95-95
Editorial.	Burley, Suzanne ; Pomphrey, Cathy	2010	Vol. 19	Issue 4	231-231
Editorial.	Carter, Ronald	1999	Vol. 8	Issue 1	1-2
Editorial.	Clark, Romy ; Ivanic, Roz	1999	Vol. 8	Issue 2	63-70
Editorial.	Finkbeiner, Claudia ; Svalberg, Agneta ML.	2012	Vol. 21	Issues 1-2	1-3
Editorial.	Garrett, Peter	1999	Vol. 8	Issues 3-4	123-123
Editorial.	Garrett, Peter	2000	Vol. 9	Issue 2	63-63

Editorial.	Garrett, Peter	2002	Vol. 11	Issue 3	159-160
Education for intercultural citizenship: concepts and comparisons, by Geof Alred, Mike Byram, and Mike Fleming (eds.), Clevedon, Multilingual Matters, 2006. (Book Review)	Tulasiewicz, Witold	2009	Vol. 18	Issue 2	224-227
Effect of task-inherent production modes on EFL learners' focus on form.	Niu, Ruiying	2009	Vol. 18	Issues 3-4	384-402
Effects of sociolinguistic awareness on French L2 learners' planned and unplanned oral production of stylistic variation.	French, Leif M. ; Beaulieu, Suzie	2016	Vol. 25	Issues 1-2	55-71
EFL learners' awareness of metonymy-metaphor continuum in figurative expressions.	Chen, Yi-chen ; Lai, Huei-ling	2012	Vol. 21	Issue 3	235-248
EFL learners' corrective feedback decision-making in task-based peer interaction.	Xu, Jinfen ; Fan, Yumei ; Xu, Qingting	2019	Vol. 28	Issue 4	329-347
EFL majors' knowledge of metalinguistic terminology: a comparative study.	Berry, Roger	2009	Vol. 18	Issue 2	113-128
Emergent multicompetence at the primary level: a dynamic conception of multicompetence.	Hofer, Barbara	2017	Vol. 26	Issue 2	96-112
En quelques lignes: l'éveil aux langues à l'école primaire dans le programme européen 'Evlang'.	Candelier, Michel	1999	Vol. 8	Issues 3-4	237-239
Engagement with language: interrogating a construct.	Svalberg, Agneta Marie-Louise	2009	Vol. 18	Issues 3-4	242-258
Engaging with language. Selected papers from the 9th International Conference of the Association for Language Awareness, University of Hong Kong, June 2008. (Editorial)	Berry, Roger ; Andrews, Stephen	2009	Vol. 18	Issues 3-4	241-241
English as a lingua franca: attitude and identity, by Jennifer Jenkins, Oxford, Oxford University Press, 2007. (Book Review)	Sung, Chit Cheung Matthew	2010	Vol. 19	Issue 2	147-149
English in Europe: The Acquisition of a Third Language. Jasone Cenoz and Ulrike Jessner (eds). Clevedon: Multilingual Matters, 2000. (Book Review)	Aronin, Larissa	2002	Vol. 11	lssue 1	70-74
English language teaching in China: new approaches, perspectives and standards, edited by Jun Liu, London and New York, Continuum, 2007. (Book Review)	Guo, Xiaotian	2009	Vol. 18	Issue 2	231-234
English teachers' language awareness: away with the monolingual bias?	Otwinowska, Agnieszka	2017	Vol. 26	Issue 4	304-324
Eric Hawkins: A Tribute on Your Ninetieth Birthday.	James, Carl	2005	Vol. 14	Issues 2-3	80-81
Error Correction: Students' Versus Teachers' Perceptions.	Lasagabaster, David ; Sierra, Juan Manuel	2005	Vol. 14	Issues 2-3	112-127
Errors in Language Learning and Use: Exploring Error Analysis. Carl James. Harlow: Addison Wesley Longman, 1998. (Book Review)	Turton, Nigel ; Ford, Kevin	2000	Vol. 9	Issue 4	236-239
ESL learners' semantic awareness of English words.	Chiu, Chia-Hui	2009	Vol. 18	Issues 3-4	294-309
Et si la capacité de réflexion métalinguistique avait un sexe: Relation entre les réflexions métalinguistiques produites dans une classe dite communicative et le sexe des apprenants de L2.		2004	Vol. 13	Issue 4	265-278

Evaluating the Use of Corpus-based Instruction in a Language Teacher Education Context: Perspectives from the Users.	Farr, Fiona	2008	Vol. 17	Issue 1	25-43
Examining the effect of written languaging: the role of metanotes as a mediator of second language learning.	Ishikawa, Masako	2013	Vol. 22	Issue 3	220-233
Examining the Interface between Metalinguistic Task Performance and Oral Production in a Second Language.	White, Joanna ; Ranta, Leila	2002	Vol. 11	Issue 4	259-290
Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: an instructed SLA approach to L2 phonology.	Saito, Kazuya	2011	Vol. 20	Issue 1	45-59
Experiencing language: phenomenography and second language acquisition.	Polat, Brittany	2013	Vol. 22	Issue 2	111-125
Explaining Culture: A Naturalistic Approach. Dan Sperber. Cambridge, MA: Blackwell, 1996. (Book Review)	Holland, Robert	1998	Vol. 7	Issue 1	55-59
Exploring language awareness through students' engagement in language play.	Ahn, So-Yeon	2016	Vol. 25	Issues 1-2	40-54
Exploring listeners' real-time reactions to regional accents.	Watson, Kevin ; Clark, Lynn	2015	Vol. 24	Issue 1	38-59
Exploring metalinguistic awareness in L3 phonological acquisition: the case of young instructed learners of Spanish in Germany.	Kopečková, Romana	2018	Vol. 27	Issues 1-2	153-166
Exploring relationships between second language learners' attitudes towards classroom language and variables that motivate their learning.	Lee, Jang Ho	2018	Vol. 27	Issue 3	243-258
Exploring the contribution of phonological memory to metasyntactic abilities in bilingual children.	Fortier, Véronique ; Simard, Daphnée	2017	Vol. 26	Issue 2	78-95
Exploring the meta-pragmatic realm in English language teaching.	McConachy, Troy	2013	Vol. 22	Issue 2	100-110
Exploring the Potential of Corpora for Raising Language Awareness in Student Translators.	Bowker, Lynne	1999	Vol. 8	Issues 3-4	160-173
Exploring the relationship between metacognitive awareness and listening performance with questionnaire data.	Goh, Christine C.M. ; Hu, Guangwei	2014	Vol. 23	Issue 3	255-274
Exploring young learners' foreign language learning awareness.	Muñoz, Carmen	2014	Vol. 23	Issues 1-2	24-40
Facing bilingual education: kindergarten teachers' attitudes, strategies and challenges.	Schwartz, Mila ; Mor-Sommerfeld, Aura ; Leikin, Mark	2010	Vol. 19	Issue 3	187-203
Fallen Angels: On Reading Landscape and Poetry.	Berga, Miguel	1999	Vol. 8	Issue 1	51-61
Focus-on-form through peer feedback in a Spanish–American telecollaborative exchange.	Lee, Lina	2011	Vol. 20	Issue 4	343-357
Folk Linguistics. Nancy A. Niedzielski and Dennis Preston. Berlin: Mouton de Gruyter, 2000. (Book Review)	Griffiths, Mark	2003	Vol. 12	Issues 3-4	262-265
	1	r	1	1	I

	I				
Foreign accentedness revisited: Canadian and Singaporean raters' perception of Japanese accented English.	Saitō, Kazuya ; Shintani, Natsuko	2016	Vol. 25	Issue 4	305-317
Foreign Language Study and Language Awareness.	Hawkins, Eric W.	1999	Vol. 8	Issues 3-4	124-142
Formulaic Language and the Lexicon. Alison Wray. Cambridge: Cambridge University Press, 2002. (Book Review)	Fitzpatrick, Tess	2003	Vol. 12	Issues 3-4	256-258
Formulaic Language in Computer-supported Communication: Theory Meets Reality.	Wray, Alison	2002	Vol. 11	Issue 2	114-131
Fostering EF/SL learners' meta-pragmatic awareness of complaints and their interactive effects.	Padilla Cruz, Manuel	2015	Vol. 24	Issue 2	123-137
Foundations of language perceptions and the role of external factors: a Norwegian case.	Røsstad, Rune	2009	Vol. 18	Issue 2	96-112
Framing and Text Interpretation Across Languages and Cultures: A Case Study.	Bell, Joyce	2000	Vol. 9	Issue 1	1-16
From 'Muteness' to Eloquence: Immigrants' Narratives about Languages.	Yelenevskaya, Maria N. ; Fialkova, Larisa	2003	Vol. 12	Issue 1	30-48
From foreign language education to education for intercultural citizenship: essays and reflections, by Michael Byram, Clevedon, UK, Multilingual Matters, 2008. (Book Review)		2010	Vol. 19	Issue 3	227-229
From metalinguistic instruction to metalinguistic knowledge, and from metalinguistic knowledge to performance in error correction and oral production tasks.	Serrano, Raquel	2011	Vol. 20	Issue 1	1-16
From the field, to the Web, and back again: incorporating Internet methods into language ideology research.	Raymond, Chase Wesley	2015	Vol. 24	Issue 2	138-149
Functions of Repetition in Learners' Private Speech in Japanese Language Classrooms.	Yoshida, Reiko	2008	Vol. 17	Issue 4	289-306
Gender and Age-based Variation in the Perception of Turkish Dialects.	Demirci, Mahide ; Kleiner, Briati	1998	Vol. 7	Issue 4	206-222
Gender Articulated: Language and the Socially Constructed Self. Kira Hall and Mary Bucholtz (eds). New York and London: Routledge, 1995. (Book Review)	Blackwell, Sue	2000	Vol. 9	Issue 2	99-104
Genre and second language writing, by K. Hyland, Ann Arbor, MI, University of Michigan Press, 2004. (Book Review)	Zhou, Ally	2009	Vol. 18	Issue 2	215-220
Global Capitalism and Critical Awareness of Language.	Fairclough, Norman	1999	Vol. 8	Issue 2	71-83
Good to Talk? Living and Working in a Communication Culture. Deborah Cameron. London: Sage Publications, 2000. (Book Review)	Branston, Gill	2001	Vol. 10	Issue 1	64-67
Grammar and the non-native secondary school teacher in Catalonia.	Pahissa, Isabel ; Tragant, Elsa	2009	Vol. 18	Issue 1	47-60
Grammar myths.	Berry, Roger	2015	Vol. 24	Issue 1	15-37
Grapho-morphological awareness in Spanish L2 reading: how do learners use this metalinguistic skill?	Marcos Miguel, Nausica	2012	Vol. 21	Issues 1-2	197-213

Kinnear, Penny	2001	Vol. 10	Issue 4	304-307
Andrews, Stephen	2003	Vol. 12	Issue 2	79-80
Berry, Roger	2005	Vol. 14	Issue 1	1-2
Malmqvist, Anita ; Valfridsson, Ingela	2003	Vol. 12	Issues 3-4	155-156
Hyland, Ken	2000	Vol. 9	Issue 4	179-197
Picken, Jonathan D.	2005	Vol. 14	Issues 2-3	142-152
Bondi, Marina	2009	Vol. 18	Issue 2	222-224
Benson, Malcolm J.	1998	Vol. 7	Issues 2-3	149-151
Dooly, Melinda	2005	Vol. 14	Issues 2-3	97-111
Malmqvist, Anita	2005	Vol. 14	Issues 2-3	128-141
Woll, Nina	2019	Vol. 28	Issue 1	49-73
Sarangi, Srikant	1998	Vol. 7	Issues 2-3	90-108
Padilla, Lillie Vivian ; Vana, Rosti	2019	Vol. 28	Issue 1	15-30
Barkhuizen, Gary	2006	Vol. 15	Issue 2	63-79
Chen, Wenting ; Yu, Shulin	2019	Vol. 28	Issue 4	247-267
	2013	Vol. 22	Issue 2	194-196
Garrett, Peter; et al.	2017	Vol. 26	Issue 1	1-2
Finkbeiner, Claudia ; et al.	2013	Vol. 22	Issue 2	99-99
Kissling, Elizabeth M. ; O'Donnell, Mary E.	2015	Vol. 24	Issue 4	283-302
Bell, Joyce	2007	Vol. 16	Issue 2	81-98
	Berry, RogerMalmqvist, Anita ; Valfridsson, IngelaHyland, KenPicken, Jonathan D.Bondi, MarinaBenson, Malcolm J.Dooly, MelindaMalmqvist, AnitaWoll, NinaSarangi, SrikantPadilla, Lillie Vivian ; Vana, RostiBarkhuizen, GaryChen, Wenting ; Yu, ShulinJackson, Daniel O.Garrett, Peter; et al.	Andrews, Stephen2003Berry, Roger2005Malmqvist, Anita ; Valfridsson, Ingela2003Hyland, Ken2000Picken, Jonathan D.2005Bondi, Marina2009Benson, Malcolm J.1998Dooly, Melinda2005Malmqvist, Anita2005Woll, Nina2019Sarangi, Srikant1998Padilla, Lillie Vivian ; Vana, Rosti2019Barkhuizen, Gary2006Chen, Wenting ; Yu, Shulin2019Jackson, Daniel O.2013Garrett, Peter; et al.2017Finkbeiner, Claudia ; et al.2013Kissling, Elizabeth M. ; O'Donnell, Mary E.2015	Andrews, Stephen2003Vol. 12Berry, Roger2005Vol. 14Malmqvist, Anita ; Valfridsson, Ingela2003Vol. 12Hyland, Ken2000Vol. 9Picken, Jonathan D.2005Vol. 14Bondi, Marina2009Vol. 18Benson, Malcolm J.1998Vol. 7Dooly, Melinda2005Vol. 14Malmqvist, Anita2005Vol. 14Woll, Nina2019Vol. 28Sarangi, Srikant1998Vol. 7Padilla, Lillie Vivian ; Vana, Rosti2019Vol. 28Barkhuizen, Gary2006Vol. 15Chen, Wenting ; Yu, Shulin2019Vol. 28Jackson, Daniel O.2013Vol. 22Garrett, Peter; et al.2013Vol. 22Kissling, Elizabeth M. ; O'Donnell, Mary E.2015Vol. 24	Andrews, Stephen2003Vol. 12Issue 2Berry, Roger2005Vol. 14Issue 1Malmqvist, Anita ; Valfridsson, Ingela2003Vol. 12Issues 3-4Hyland, Ken2000Vol. 9Issue 4Picken, Jonathan D.2005Vol. 14Issues 2-3Bondi, Marina2009Vol. 18Issue 2Benson, Malcolm J.1998Vol. 7Issues 2-3Dooly, Melinda2005Vol. 14Issues 2-3Malmqvist, Anita2005Vol. 14Issues 2-3Moll, Nina2019Vol. 28Issue 1Sarangi, Srikant1998Vol. 7Issues 2-3Padilla, Lillie Vivian ; Vana, Rosti2019Vol. 28Issue 1Barkhuizen, Gary2006Vol. 15Issue 2Chen, Wenting ; Yu, Shulin2017Vol. 28Issue 4Jackson, Daniel O.2017Vol. 26Issue 1Finkbeiner, Claudia ; et al.2013Vol. 22Issue 2Kissling, Elizabeth M. ; O'Donnell, Mary E.2015Vol. 24Issue 4

143-146 74-77 115-117
115-117
109-112
76-94
162-165
4 247-255
97-99
81-98
134-137
331-345
69-72
77-80
225-242
160-162
163-165
355-359

	-		-		
Investigating dimensions of metalinguistic awareness: what think-aloud protocols revealed about the cognitive processes involved in positive transfer from L2 to L3.	Woll, Nina	2018	Vol. 27	Issues 1-2	167-185
Investigating English language learners' beliefs about oral corrective feedback at Chinese universities: a large-scale survey.	Zhu, Yan ; Wang, Beilei	2019	Vol. 28	Issue 2	139-161
Investigating Language Attitudes: Social Meanings of Dialect, Ethnicity and Performance. P. Garrett, N. Coupland and A. Williams. Cardiff. University of Wales Press, 2003. (Book Review)		2004	Vol. 13	lssue 1	59-61
Investigating Stimulated Recall as a Cognitive Measure: Reactivity and Verbal Reports in SLA Research Methodology.	Egi, Takako	2008	Vol. 17	Issue 3	212-228
Investigating Workplace Discourse. Almut Koester, London: Routledge, 2006. (Book Review)	Speake, Lynne	2008	Vol. 17	Issue 3	267-269
Irish Travellers' views on Cant: what folk criteria of languageness tell us about the community.	Rieder, Maria	2018	Vol. 27	Issues 1-2	40-60
Is 'good' really good? Exploring internationally educated teacher candidates' verbal descriptions of their in-school experiences.	Martinovic, Dragana ; Dlamini, S. Nombuso	2009	Vol. 18	Issue 2	129-146
Is alliteration mnemonic without awareness-raising?	Boers, Frank ; Lindstromberg, Seth ; Eyckmans, June	2014	Vol. 23	Issue 4	291-303
John Sinclair (1933-2007). Language Pioneer and Explorer. (Editorial)	Scott, Mike	2007	Vol. 16	Issue 2	79-80
Joining Forces: Promoting Metalinguistic Awareness Through Computer-supported Collaborative Learning.	Dooly, Melinda	2007	Vol. 16	Issue 1	57-74
Judgement of countability and plural marking in English by native and non-native English speakers.	Tsang, Art	2017	Vol. 26	Issue 4	343-359
Knotted and Entangled: New Light on the Identification, Classification and Value of Language Related Episodes in Collaborative Output Tasks.	Fortune, Alan ; Thorp, Dilys	2001	Vol. 10	Issues 2-3	143-160
Knowing and Doing in the ESL Writing Class.	Wong, Hebe Mei Ha ; Storey, Peter	2006	Vol. 15	Issue 4	283-300
Knowledge representations underlying covert metalinguistic activity: a working hypothesis.	Gutiérrez, Xavier	2011	Vol. 20	Issue 3	239-254
Korean language in culture and society, edited by Ho-min Sohn, Honolulu, Hawai'i, University of Hawai'i Press, 2006. (Book Review)	Pyun, Danielle Ooyoung	2010	Vol. 19	Issue 2	149-151
L'évaluation de la conscience morphologique: proposition d'une typologie des tâches.	Berthiaume, Rachel ; Besse, Anne-Sophie ; Daigle, Daniel	2010	Vol. 19	Issue 3	153-170
L'évolution du degré de conscience phonémique dans le développement orthographique en français langue seconde d'élèves d'origine haïtienne de la maternelle à la troisième année.		2011	Vol. 20	Issue 2	67-79

L2 learners' interpretation and understanding of written corrective feedback: insights from their metalinguistic reflections.	Simard, Daphnée ; Guénette, Danièle ; Bergeron, Annie	2015	Vol. 24	Issue 3	233-254
L2 learners' recognition of unfamiliar idioms composed of familiar words.	Kim, Choonkyong	2016	Vol. 25	Issues 1-2	89-109
Language & World Creation in Poems & Other Texts. Elena Semino. Essex: Addison Wesley Longman, 1997. (Book Review)	Zyngier, Sonia	1998	Vol. 7	Issue 4	230-232
Language and Control in Children's Literature. Murray Knowles and Kirsten Malmkjaer. London & New York: Routledge, 1996. (Book Review)	Aldridge, Michelle	2000	Vol. 9	Issue 1	55-59
Language and Desire. Keith Harvey and Celia Shalom (eds). London and New York: Routledge, 1997. (Book Review)	Laviosa, Sara	1998	Vol. 7	Issues 2-3	155-158
Language and Gender. Angela Goddard and Lindsey Mean Patterson. London and New York: Routledge, 2000. (Book Review)	Evans, David	2002	Vol. 11	Issue 3	211-214
Language and Nationalism in Europe. Stephen Barbour and Cathie Carmichael (eds). Oxford: Oxford University Press, 2002. (Book Review)	Tulasiewicz, Witold	2005	Vol. 14	Issue 4	280-283
Language and the Capital: A Case Study of English 'Language Shock' among Chinese Students in London.	Marr, Tim	2005	Vol. 14	Issue 4	239-253
Language and the Lexicon: An Introduction. D. Singleton. London: Arnold, 2000. (Book Review)	Deignan, Alice	2001	Vol. 10	Issue 4	295-298
Language as Social Action: Social Psychology and Language Use. Thomas M. Holtgraves. Mahwah, New Jersey and London: Lawrence Erlbaum Associates, 2002. (Book Review)		2002	Vol. 11	lssue 3	214-218
Language Assessment and Programme Evaluation. B.K. Lynch. Edinburgh: Edinburgh University Press, 2003. (Book Review)	Erdosy, M. Usman	2003	Vol. 12	Issues 3-4	272-275
Language Attitudes and Gender in China: Perceptions and Reported Use of Putonghua and Cantonese in the Southern Province of Guangdong.	Wang, Limei ; Ladegaard, Hans J.	2008	Vol. 17	Issue 1	57-77
Language awareness - achievements and challenges. (Editorial)	Kulbrandstad, Lars Anders ; Alstad, Gunhild Tomter ; Hagen, Karianne	2016	Vol. 25	Issues 1-2	1-3
Language Awareness Amongst Teachers in a Central German Dialect Area.	Davis, Winifred V.	2000	Vol. 9	Issue 3	119-134
Language awareness and agency in the availability of linguistic resources. A case study of refugees and locals in Austria.	Radinger, Sandra	2018	Vol. 27	Issues 1-2	61-78
Language Awareness and Comprehension through Puns among ESL Learners.	Lucas, Teresa	2005	Vol. 14	Issue 4	221-238
Language awareness and language workers.	Koller, Veronika	2018	Vol. 27	Issues 1-2	4-20
Language awareness and perception of connected speech in a second language.	Kennedy, Sara ; Blanchet, Josée	2014	Vol. 23	Issues 1-2	92-106
Language awareness and second language pronunciation: a classroom study.	Kennedy, Sara ; Trofimovich, Pavel	2010	Vol. 19	Issue 3	171-185
	I		1	-1	1

Language Awareness and/or Language Learning in French Primary Schools Today.	Young, Andrea ; Helot, Christine	2003	Vol. 12	Issues 3-4	234-246
Language awareness as a challenge for business. (KEYNOTE ADDRESS)	Hünerberg, Reinhard ; Geile, Andrea	2012	Vol. 21	Issues 1-2	215-234
Language Awareness in a Bidialectal Setting: The Oral Performance and Language Attitudes of Urban and Rural Students in Cyprus.	Yiakoumetti, Androula ; Evans, Michael ; Esch, Edith	2005	Vol. 14	Issue 4	254-260
Language awareness in a content-based language programme.	Valeo, Antonella	2013	Vol. 22	Issue 2	126-145
Language Awareness research: where we are now.	Svalberg, Agneta M-L.	2016	Vol. 25	Issues 1-2	4-16
Language Awareness und bilingualer Unterricht. Sylvia Fehling. Frankfurt am Main: Lang, 2005. (Book Review)	Weskamp, Ralf	2006	Vol. 15	Issue 3	225-227
Language awareness: a world of perspectives. (Editorial)	White, Joanna ; Kennedy, Sara	2014	Vol. 23	Issues 1-2	1-2
Language beliefs and the polynomic model for Corsican.	Blackwood, Robert	2011	Vol. 20	Issue 1	17-30
Language Death. D. Crystal. Cambridge: Cambridge University Press, 2000. (Book Review)	Cunningham, Denis	2001	Vol. 10	Issue 1	70-71
Language Education: World Yearbook of Education 2003. J. Bourne and E. Reid (eds). London: Kogan Page, 2003. (Book Review)	Hélot, Christine	2005	Vol. 14	Issues 2-3	193-199
Language for life: educational, professional and social contexts. (Editorial)	Rankin, Tom ; Stegu, Martin	2018	Vol. 27	Issues 1-2	1-3
Language from Below – The Irish Language, Ideology and Power in the 20th-Century Ireland. Caoimhghin Ó Croidheáin. Peter Lang, 2006. (Book Review)	Cavalieri, Silvia	2008	Vol. 17	Issue 4	359-362
Language Ideologies and Bilingual Education: A Korean-American Perspective.	Jeon, Mihyon	2007	Vol. 16	Issue 2	114-130
Language ideologies in English learner classrooms: critical reflections and the role of explicit awareness.	Razfar, Aria ; Rumenapp, Joseph C.	2012	Vol. 21	Issue 4	347-368
Language ideology dimensions of politically active Arizona voters: an exploratory study.	Fitzsimmons-Doolan, Shannon	2011	Vol. 20	Issue 4	295-314
Language Learners as Ethnographers. C. Roberts, M. Byram, A. Barro, S. Jordan and B. Street. Clevedon: Multilingual Matters, 2001. (Book Review)	Palfreyman, David	2001	Vol. 10	Issue 4	298-301
Language learning strategies, course grades, and age in EFL secondary school learners.	Tragant, Elsa ; Victori, Mia	2012	Vol. 21	Issue 3	293-308
Language Play. David Crystal. London: Penguin. (Book Review)	Hall, Geoff	2000	Vol. 9	Issue 3	166-168
Language policy for the multilingual classroom: pedagogy of the possible, edited by Christine Helot and Muiris O Laoire, Bristol, Multilingual Matters, 2011. (Book Review)	Ros i Solé, Cristina	2013	Vol. 22	Issue 2	192-194
Language-learning Strategies: A Case for Cross-curricular Collaboration.	Harris, Vee ; Grenfell, Michael	2004	Vol. 13	Issue 2	116-130
Language-related episodes and learner proficiency during collaborative dialogue in CLIL.	Basterrechea, María ; Leeser, Michael J.	2019	Vol. 28	Issue 2	97-113
	1	1	1	1	1

Language, Acculturation and Identity in the German Community of Rural South East Queensland.	Hatoss, Anikó	2006	Vol. 15	Issue 2	80-96
Language, Culture and Teaching. Critical Perspectives For a New Century. Sonia Nieto. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. (Book Review)	McGee, lain	2002	Vol. 11	Issue 3	224-227
Languages in primary classrooms: a study of new teacher capability and practice.	Cajkler, Wasyl ; Hall, Bernadette	2012	Vol. 21	Issues 1-2	15-32
Languaging about intercultural communication: the occurrence and conceptual focus of intracultural peer collaborative dialogues.	McNeil, Levi	2017	Vol. 26	Issue 3	151-169
Languaging in story rewriting tasks by Chinese EFL students.	Yang, Luxin	2016	Vol. 25	Issue 3	241-255
Le prétérit anglais. Anne Trévise. Paris: Nathan, 1994. (Book Review)	Whitaker, S. F.	2000	Vol. 9	Issue 1	52-55
Leamer English on Computer. S. Granger (ed). London: Longman, 1998. (Book Review)	Hunston, Susan	2000	Vol. 9	Issue 3	169-177
Learner Autonomy Across Cultures: Language Education Perspectives. D. Palfreyman and R.C. Smith (eds). London: Palgrave Macmillan, 2003. (Book Review)	Kunschak, Claudia	2007	Vol. 16	Issue 4	300-304
Learner Awareness of Recasts in Classroom Interaction: A Case Study of an Adult EFL Student's Second Language Learning.	Nabei, Toshiyo ; Swain, Merrill	2002	Vol. 11	Issue 1	43-63
Learner Contributions to Language Learning: New Directions in Research. Michael P. Breen (ed.). Harlow, England; Don Mills, ON; New York: Longman, 2001. (Book Review)	Zhu, Hong	2002	Vol. 11	Issue 3	218-221
Learner Metalinguistic Reflections Following Output-oriented and Reflective Activities.	Suzuki, Wataru ; Itagaki, Nobuya	2007	Vol. 16	Issue 2	131-146
Learners' Use of Metalanguage in Collaborative Form-focused L2 Output Tasks.	Fortune, Alan	2005	Vol. 14	Issue 1	21-38
Learners' perceptions of grammar-translation as consciousness raising.	Scheffler, Paweł	2013	Vol. 22	Issue 3	255-269
Learning Autonomously: Contextualising Out-of-class English Language Learning.	Hyland, Fiona	2004	Vol. 13	Issue 3	180-202
Learning beliefs and autonomous language learning with technology beyond the classroom.	Lai, Chun	2019	Vol. 28	Issue 4	291-309
Learning English as a foreign language in Taiwan: students' experiences and beyond.	Hsieh, Ming Fang	2011	Vol. 20	Issue 3	255-270
Legal Discourse in Multilingual and Multicultural Contexts: Arbitration Texts in Europe. Vijay Bhatia, Christopher N. Candlin and Maurizio Gotti (eds). Bern: Peter Lang, 2003. (Book Review)	-	2006	Vol. 15	Issue 2	128-130
Lexical priming: a new theory of words and language, by M. Hoey, London and New York, Routledge, 2005. (Book Review)	Philip, Gill	2009	Vol. 18	Issue 1	90-92
Lingua franca English: the role of simplification and transfer, by Yvonne Droschel, Bern, Peter Lang, 2011. (Book Review)	Glombitza, Andreas ; Domagala, Daria Maria	2012	Vol. 21	Issue 4	387-391
Linguistic Awareness in Multilinguals. English as a Third Language. Ulrike Jessner. Edinburgh: Edinburgh University Press, 2006. (Book Review)	Marx, Nicole	2008	Vol. 17	Issue 2	171-174
	1				

Linguistic Knowledge, Metalinguistic Knowledge and Academic Success in a Language Teacher Education Programme.	Morris, Lori	2003	Vol. 12	Issue 2	109-123
Linguistics at school: language awareness in primary and secondary education, edited by Kristin Denham and Anne Lobeck, Cambridge, Cambridge University Press, 2010. (Book Review)		2011	Vol. 20	Issue 4	382-384
Linking languages through a bilingual read-aloud project.	Lyster, Roy ; Collins, Laura ; Ballinger, Susan	2009	Vol. 18	Issues 3-4	366-383
Listening to Lorca: A Journey into Language. Eric Hawkins. London: Centre for Information on Language Teaching and Research, 1999. (Book Review)	Whitaker, Sidney	2001	Vol. 10	Issue 1	67-70
Literature in L2 Spanish Classes: An Examination of Focus-on-Cultural Understanding.	Zapata, Gabriela C.	2005	Vol. 14	Issue 4	261-273
Literature, Language Awareness and EFL.	Chan, Philip K.W.	1999	Vol. 8	Issue 1	38-50
Looking at and beyond the lexical surface in L2 reading comprehension: insights from a video-based study.	Schluer, Jennifer	2018	Vol. 27	Issues 1-2	113-135
Making and breaking the rules: lexical creativity in the alternative music scene.	López Rúa, Paula	2010	Vol. 19	Issue 1	51-67
Making Sense of New Language: A Discourse Perspective.	Batstone, Rob	2002	Vol. 11	Issue 1	14-29
Making the minutes count in L2 teaching. (The Eric Hawkins Lecture)	Lightbown, Patsy M.	2014	Vol. 23	Issues 1-2	3-23
Making the Most of Metalanguage.	Berry, Roger	2005	Vol. 14	Issue 1	3-20
Mediating between scientific and spontaneous concepts through languaging.	Brooks, Lindsay ; et al.	2010	Vol. 19	Issue 2	89-110
Medium of Instruction Policies: Which Agenda? Whose Agenda? James W. Tollefson and Amy B. M. Tsui (eds). Mahwah, NJ: Lawrence Erlbaum, 2004. (Book Review)	Shin, Hyunjung	2007	Vol. 16	Issue 1	75-77
Men Talk: Stories in the Making of Masculinities. Jennifer Coates. Oxford: Blackwell, 2003. (Book Review)	Holland, Robert	2004	Vol. 13	Issue 3	203-207
Metacognitive awareness of EFL student writers in a Chinese ELT context.	Ruan, Zhoulin	2014	Vol. 23	Issues 1-2	76-91
Metalanguage in Focus on Form in the Communicative Classroom.	Basturkmen, Helen ; Loewen, Shawn ; Ellis, Rod	2002	Vol. 11	Issue 1	1-13
Metalanguage in L1 English-speaking 12-year-olds: Which Aspects of Writing Do They Talk About?	Robinson, Melanie	2005	Vol. 14	Issue 1	39-55
Metalinguistic awareness and evidence of cross-linguistic influence among bilingual learners in Irish primary schools.	Dillon, Anna M.	2009	Vol. 18	Issue 2	182-197
Metalinguistic awareness in L2 vocabulary acquisition: which factors influence learners' motivations of form-meaning connections?	Candry, Sarah ; Deconinck, Julie ; Eyckmans, June	2017	Vol. 26	Issue 3	226-243
Metalinguistic Awareness in Multilinguals: Cognitive Aspects of Third Language Learning.	Jessner, Ulrike	1999	Vol. 8	Issues 3-4	201-209

Metalinguistic Knowledge in L2 Task Performance: A Verbal Protocol Analysis.	Roehr, Karen	2006	Vol. 15	Issue 3	180-198
Metalinguistic knowledge, metalingual knowledge, and proficiency in L2 Spanish.	Gutiérrez, Xavier	2013	Vol. 22	Issue 2	176-191
Metaphonological awareness in multilinguals: a case of L3 Polish.	Wrembel, Magdalena	2015	Vol. 24	Issue 1	60-83
Metatalk in a Pair Work Activity: Level of Engagement and Implications for Language Development.	Storch, Neomy	2008	Vol. 17	Issue 2	95-114
Mimicking accented speech as L2 phonological awareness.	Mora, Joan C. ; Rochdi, Youssef ; Kivistö-de Souza, Hanna	2014	Vol. 23	Issues 1-2	57-75
Minority Languages in Europe: Frameworks, Status, Prospects. Gabrielle Hogan-Brun and Stefan Wolff (eds). Basingstoke: Palgrave Macmillan, 2003. (Book Review)	Gupta, Anthea Fraser	2005	Vol. 14	Issue 4	283-285
Motivating Language Learners. Gary N. Chambers. Clevedon: Multilingual Matters, 1999. (Book Review)	Schinas, Angela	2002	Vol. 11	Issue 1	67-70
Motivation, Language Attitudes and Globalisation: A Hungarian Perspective Zoltán Dörnyei, Kata Csizér and Nora Németh. Clevedon, U.K.: Multilingual Matters, 2006. (Book Review)		2008	Vol. 17	Issue 2	175-178
Multilingual awareness and heritage language education: children's multimodal representations of their multilingualism.	Melo-Pfeifer, Sílvia	2015	Vol. 24	Issue 3	197-215
Multilingual dementia care: defining the limits of translanguaging.	Wray, Alison	2019	Vol. 28	Issue 3	227-245
Multilingual Metalanguage, or the Way Multilinguals Talk about Their Languages.	Jessner, Ulrike	2005	Vol. 14	Issue 1	56-68
Multilingual practices and ideologies of refugees in the Neoliberal Era: the case of North Korean refugee students in South Korea.	Lee, Mun Woo ; Han, Moon-sub ; Hyun, Eun Ryung	2016	Vol. 25	Issue 4	290-304
Multilingual Students' Awareness of their Language Teacher's Other Languages.	Aronin, Larissa ; Ó Laoire, Muiris	2003	Vol. 12	Issues 3-4	204-219
Multilingualism and Language Attitudes: Local Versus Immigrant Students' Perceptions.	Ibarraran, Amaia ; Lasagabaster, David ; Sierra, Juan Manuel	2008	Vol. 17	Issue 4	326-341
Multilingualism for life – language awareness as key element in educational training: insights from an intervention study in Germany.	Putjata, Galina	2018	Vol. 27	Issue 3	259-276
Multilingualism in European bilingual contexts: language use and attitudes, by David Lasagabaster and Ángel Huguet (eds), Clevedon, Multilingual Matters, 2006. (Book Review)		2009	Vol. 18	Issue 2	227-231
Native Speakers' Judgements of Second Language Danish.	Jørgensen, J.N. ; Quist, P.	2001	Vol. 10	Issue 1	41-56
Natural Language Processing (NLP) as an Instrument of Raising the Language Awareness of Learners of English as a Second Language.	Dodigovic, Marina	2003	Vol. 12	Issues 3-4	187-203
Negotiation of Identities in Multilingual Contexts. Aneta Pavlenko and Adrian	Palfreyman, David	2004	Vol. 13	Issue 4	283-286
	1		1	1	

					1
Blackledge (eds). Clevedon: Multilingual Matters, 2004. (Book Review)					
Non-native Language Teachers: Perceptions, Challenges and Contributions to the Profession. Enric Llurda (ed.). New York: Springer, 2005. (Book Review)	Andrews, Stephen	2007	Vol. 16	Issue 3	239-242
Nonlinear Processing as a Comprehension Strategy: A Proposed Typology for the Study of Bilingual Children's Self-corrections of Oral Reading Miscues.	Francis, Norbert	2004	Vol. 13	Issue 1	17-33
Noun, verb, or adjective? L2 learners' sensitivity to cues to word class.	Zyzik, Eve	2009	Vol. 18	Issue 2	147-164
Observing, noticing, and understanding: two case studies in language awareness in the development of academic literacy.	Kiely, Richard	2009	Vol. 18	Issues 3-4	329-344
On Language and Linguistics. M.A.K. Halliday. Jonathan Webster (ed.). London: Continuum, 2002. (Book Review)	Hawkins, Eric	2004	Vol. 13	Issue 1	61-65
On the development of metapragmatic awareness abroad: two case studies exploring the role of expert-mediation.	Henery, Ashlie	2015	Vol. 24	Issue 4	316-331
Online Media: New Dimensions for Language Awareness. (Editorial)	Palfreyman, David	2007	Vol. 16	Issue 1	1-6
Online Plurilingual Interaction in the Development of Language Awareness.	Araújo e Sá, Maria Helena ; Melo, Sívia	2007	Vol. 16	Issue 1	7-20
Opportunities to attend to language form in the adolescent near-beginner foreign language classroom.	Erlam, Rosemary ; Pimentel-Hellier, Malcom	2017	Vol. 26	Issue 2	59-77
Orality for all: an imaginative place-based approach to oral language development.	Fettes, Mark	2013	Vol. 22	lssue 1	17-38
Paired learners' verbalised strategies for determining grammatical correctness: a turn- based system for coding metatalk.	Ishii, David N.	2011	Vol. 20	Issue 4	359-377
Panel discussion: language awareness vs. folk linguistics vs. applied linguistics. (Discussion)	Stegu, Martin ; et al.	2018	Vol. 27	Issues 1-2	186-196
Peer interaction in the foreign language classroom: what factors foster a focus on form?	Philp, Jenefer ; Walter, Susan ; Basturkmen, Helen	2010	Vol. 19	Issue 4	261-279
Peer interaction, cognitive conflict, and anxiety on a Grammar Awareness course for language teachers.	Svalberg, Agneta Marie-Louise	2012	Vol. 21	Issues 1-2	137-155
Penetrating the Surface: The Impact of Visual Format on Readers' Affective Responses to Authentic Foreign Language Texts.	Maun, lan	2006	Vol. 15	Issue 2	110-127
People on the Move: Global Contexts for Language Awareness. (Editorial)	Garrett, Peter	2003	Vol. 12	Issue 1	1-4
Perceived and actual levels of knowledge about language amongst primary and secondary student teachers: do they know what they think they know?	Sangster, Pauline ; Anderson, Charles ; O'Hara, Paul	2013	Vol. 22	Issue 4	293-319
Perception of Learner Proficiency: Its Impact on the Interaction Between an ESL Learner and Her Higher and Lower Proficiency Partners.	Watanabe, Yuko ; Swain, Merrill	2008	Vol. 17	Issue 2	115-130
	1		1	-	

Miłobóg, Magdalena ; Garrett, Peter	2011	Vol. 20	Issue 4	275-293
Félix-Brasdefer, J. César	2008	Vol. 17	Issue 3	195-211
	2009	Vol. 18	Issue 2	238-240
Garrett, Peter	2001	Vol. 10	Issue 1	57-60
Venkatagiri, H.S. ; Levis, John M.	2007	Vol. 16	Issue 4	263-277
Inutsuka, Kumiko	2003	Vol. 12	Issues 3-4	259-261
Aldridge-Waddon, Michelle	2019	Vol. 28	Issue 3	166-185
Ladegaard, Hans J.	2001	Vol. 10	Issue 1	25-40
Karatepe, Çigdem	2001	Vol. 10	Issues 2-3	178-188
Gray, Katie	2003	Vol. 12	Issues 3-4	278-280
Kearney, Erin ; Ahn, So-Yeon	2014	Vol. 23	Issue 4	319-333
Daigle, Daniel ; et al.	2010	Vol. 19	Issue 1	1-16
Daigle, Daniel ; Berthiaume, Rachel ; Demont, Elisabeth	2013	Vol. 22	Issue 3	234-254
VanPatten, Bill	2002	Vol. 11	Issue 4	240-258
Hawkins, Eric	2005	Vol. 14	Issues 2-3	82-83
James, Carl ; Pomphrey, Cathy	2011	Vol. 20	Issue 2	155-157
Lourenço, Mónica ; Andrade, Ana Isabel	2014	Vol. 23	Issue 4	304-318
Saito, Kazuya ; van Poeteren, Kim		Vol. 21	Issue 4	369-385
	Inutsuka, Kumiko Aldridge-Waddon, Michelle Ladegaard, Hans J. Karatepe, Çigdem Gray, Katie Kearney, Erin ; Ahn, So-Yeon Daigle, Daniel ; et al. Daigle, Daniel ; Berthiaume, Rachel ; Demont, Elisabeth VanPatten, Bill Hawkins, Eric	Image: series of the series	Félix-Brasdefer, J. César2008Vol. 17Kang, Yon-Soo2009Vol. 18Garrett, Peter2001Vol. 10Venkatagiri, H.S. ; Levis, John M.2007Vol. 16Inutsuka, Kumiko2003Vol. 12Aldridge-Waddon, Michelle2019Vol. 28Ladegaard, Hans J.2001Vol. 10Karatepe, Çigdem2001Vol. 10Gray, Katie2003Vol. 12Daigle, Daniel ; et al.2010Vol. 23Daigle, Daniel ; Berthiaume, Rachel ; Demont, Elisabeth2013Vol. 22VanPatten, Bill2002Vol. 11James, Carl ; Pomphrey, Cathy2011Vol. 20	Félix-Brasdefer, J. César2008Vol. 17Issue 3Kang, Yon-Soo2009Vol. 18Issue 2Garrett, Peter2001Vol. 10Issue 1Venkatagiri, H.S. ; Levis, John M.2007Vol. 16Issue 4Inutsuka, Kumiko2003Vol. 12Issues 3-4Aldridge-Waddon, Michelle2019Vol. 28Issue 3Ladegaard, Hans J.2001Vol. 10Issue 1Karatepe, Çigdem2001Vol. 10Issues 2-3Gray, Katie2003Vol. 12Issues 3-4Daigle, Daniel ; et al.2010Vol. 23Issue 4Daigle, Daniel ; Berthiaume, Rachel ; Demont, Elisabeth2013Vol. 22Issue 3VanPatten, Bill2002Vol. 11Issue 2-3James, Carl ; Pomphrey, Cathy2011Vol. 20Issue 2-3

Proper Names as a Target of Language Awareness.	Luchtenberg, Sigrid	1998	Vol. 7	Issue 1	22-31
Qualitative Inquiry in TESOL. Keith Richards. New York: Palgrave MacMillan, 2003. (Book Review)	Zhu, Hong	2004	Vol. 13	Issue 2	131-133
Raising Awareness of the Generic Structure and Linguistic Features of Essay Introductions.	Henry, Alex ; Roseberry, Robert L.	1999	Vol. 8	Issues 3-4	190-200
Raising EFL students' awareness of English intonation functioning.	Mitrofanova, Yelena	2012	Vol. 21	Issue 3	279-291
Raising L2 listeners' metacognitive awareness: a sociocultural theory perspective.	Cross, Jeremy	2010	Vol. 19	Issue 4	281-297
Raising language awareness in peer interaction: a cross-context, cross-methodology examination.	Sato, Masatoshi ; Ballinger, Susan	2012	Vol. 21	Issues 1-2	157-179
Raising learners' awareness through L1–L2 teacher collaboration.	Gunning, Pamela ; White, Joanna ; Busque, Christine	2016	Vol. 25	Issues 1-2	72-88
Reading Concordances. John Sinclair. Harlow: Pearson/Longman, 2003. (Book Review)	De Beaugrande, Robert	2004	Vol. 13	Issue 2	137-144
Reading in the Early Years Handbook. Robin Campbell. Buckingham, Open University Press, 1995. (Book Review)	Aldridge, Michelle	2000	Vol. 9	Issue 1	59-61
Reading Strategies and Approaches to Learning of Bilingual Primary School Pupils.	Rao, Zhenhui ; et al.	2007	Vol. 16	Issue 4	243-262
Reading the Signs: A Semiotic Perspective of Inclusive Practice.	Stockall Haas, Nancy	1998	Vol. 7	Issue 4	192-205
Reconstructing Autonomy in Language Education: Inquiry and Innovation A. Barfield and S. H. Brown (eds). Basingstoke: Palgrave Macmillan, 2007. (Book Review)	Palfreyman, David	2008	Vol. 17	Issue 4	348-351
Réflexions métasyntaxiques formulées par des élèves de 6e année apprenant l'anglais langue seconde.	Fortier, Véronique ; Simard, Daphnée	2008	Vol. 17	Issue 2	156-170
Reformulation: a verbal display of interlanguage awareness in instructional interactions.	Chiang, Shiao-Yun ; Mi, Han-Fu	2011	Vol. 20	Issue 2	135-149
Representations of linguistic variation in children's books: register stylisation as a resource for (critical) language awareness.	Stamou, Anastasia G.	2012	Vol. 21	Issue 4	313-329
Research genres: exploration and applications, by J. Swales, Cambridge, Cambridge University Press, 2004. (Book Review)	Zhou, Ally	2009	Vol. 18	Issue 2	215-220
Researching language engagement; current trends and future directions.	Svalberg, Agneta ML.	2018	Vol. 27	Issues 1-2	21-39
Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing M. Bygate, P. Skehan and M. Swain. Applied Linguistics and Language Study, 2001. (Book Review)		2002	Vol. 11	Issue 3	208-211
Rethinking Linguistic Relativity (Studies in the Social and Cultural Foundations of Language, No. 17). J.J. Gumperz and S.C. Levinson (eds). Cambridge: Cambridge		1998	Vol. 7	Issues 2-3	151-155

Starks, Donna ; Lee, Jeong	2010	Vol. 19	Issue 4	233-248
Scheffler, Paweł	2011	Vol. 20	Issue 3	221-237
Maun, lan	2009	Vol. 18	Issue 2	198-214
e Cots, Josep M. ; Nussbaum, Luci	1999	Vol. 8	Issues 3-4	174-189
d Singy, Pascal ; Guex, Patrice	1997	Vol. 6	Issue 4	238-241
Lindberg, Inger	2003	Vol. 12	Issues 3-4	157-171
Zhang, Weimin ; Hu, Guiling	2008	Vol. 17	Issue 4	342-347
3. Zhou, Ally	2009	Vol. 18	Issue 2	215-220
Graham, Suzanne ; Santos, Denise	2013	Vol. 22	Issue 1	56-75
Llurda, Enric ; Huguet, Àngel	2003	Vol. 12	Issues 3-4	220-233
a' Martin-Rubió, Xavier ; Cots, Josep Maria	2018	Vol. 27	Issues 1-2	96-112
s' Finkbeiner, Claudia ; et al.	2012	Vol. 21	Issues 1-2	57-83
Prieto-Pablos, Juan A.	2005	Vol. 14	Issue 4	274-276
Willems, Gerard M.	2005	Vol. 14	Issue 1	73-76
Chipere, Ngoni	2014	Vol. 23	Issue 3	275-289
Armstrong, Kevin	2004	Vol. 13	Issue 4	213-224
Wray, Alison ; et al.	2003	Vol. 12	Issue 1	49-71
er Prieto-Pablos, Juan A.	2007	Vol. 16	Issue 2	147-150
n- Cargile, Aaron Castelan	2002	Vol. 11	Issue 3	178-191
e, Salter, Robert	2009	Vol. 18	Issue 1	92-94
e: Engelking, Marina	2004	Vol. 13	Issue 4	279-283
	Scheffler, Paweł Maun, Ian he Cots, Josep M. ; Nussbaum, Luci nd Singy, Pascal ; Guex, Patrice Lindberg, Inger Zhang, Weimin ; Hu, Guiling J3. Zhou, Ally Graham, Suzanne ; Santos, Denise Llurda, Enric ; Huguet, Àngel ca' Martin-Rubió, Xavier ; Cots, Josep Maria rs' Finkbeiner, Claudia ; et al. Prieto-Pablos, Juan A. Willems, Gerard M. Chipere, Ngoni Armstrong, Kevin	Scheffler, Paweł2011Maun, Ian2009heCots, Josep M. ; Nussbaum, Luci1999ndSingy, Pascal ; Guex, Patrice1997Lindberg, Inger2003Zhang, Weimin ; Hu, Guiling2008J3.Zhou, Ally2009Graham, Suzanne ; Santos, Denise2013Llurda, Enric ; Huguet, Àngel2003car'Martin-Rubió, Xavier ; Cots, Josep Maria2018rs'Finkbeiner, Claudia ; et al.2012Prieto-Pablos, Juan A.2005Willems, Gerard M.2005Chipere, Ngoni2014Armstrong, Kevin2003wray, Alison ; et al.2003rerPrieto-Pablos, Juan A.2003Cargile, Aaron Castelan2002cargile, Robert2009	Scheffler, Paweł2011Vol. 20Maun, Ian2009Vol. 18heCots, Josep M. ; Nussbaum, Luci1999Vol. 8ndSingy, Pascal ; Guex, Patrice1997Vol. 6Lindberg, Inger2003Vol. 12Zhang, Weimin ; Hu, Guiling2008Vol. 1713.Zhou, Ally2009Vol. 18Graham, Suzanne ; Santos, Denise2013Vol. 22Llurda, Enric ; Huguet, Àngel2003Vol. 12ca'Martin-Rubió, Xavier ; Cots, Josep Maria2018Vol. 27rs'Finkbeiner, Claudia ; et al.2012Vol. 14Willems, Gerard M.2005Vol. 14Chipere, Ngoni2014Vol. 23Armstrong, Kevin2003Vol. 12wray, Alison ; et al.2007Vol. 16m-Cargile, Aaron Castelan2009Vol. 18	Scheffler, Paweł2011Vol. 20Issue 3Maun, Ian2009Vol. 18Issue 2heCots, Josep M. ; Nussbaum, Luci1999Vol. 8Issues 3-4ndSingy, Pascal ; Guex, Patrice1997Vol. 6Issue 4Lindberg, Inger2003Vol. 12Issues 3-4Zhang, Weimin ; Hu, Guiling2008Vol. 17Issue 433.Zhou, Ally2009Vol. 18Issue 2Graham, Suzanne ; Santos, Denise2013Vol. 22Issue 1Llurda, Enric ; Huguet, Àngel2003Vol. 12Issues 3-4ca'Martin-Rubió, Xavier ; Cots, Josep Maria2018Vol. 27Issues 1-2rs'Finkbeiner, Claudia ; et al.2012Vol. 14Issue 4Willems, Gerard M.2005Vol. 14Issue 1Chipere, Ngoni2014Vol. 23Issue 3Armstrong, Kevin2004Vol. 13Issue 4Wray, Alison ; et al.2007Vol. 16Issue 1erPrieto-Pablos, Juan A.2007Vol. 11Issue 3arGragile, Aaron Castelan2002Vol. 11Issue 3cagile, Aaron Castelan2009Vol. 18Issue 1

Stimulated Recall as a Trigger for Increasing Noticing and Language Awareness in the L2 Writing Classroom: A Case Study of Two Young Female Writers.	Lindgren, Eva ; Sullivan, Kirk P.H.	2003	Vol. 12	Issues 3-4	172-186
Strategies and performance in intentional L2 vocabulary learning.	Barcroft, Joe	2009	Vol. 18	Issue 1	74-89
Strategies and struggles in the ELT classroom: language policy, learner autonomy, and innovative practice.	Rivers, Damian J.	2011	Vol. 20	Issue 1	31-43
Strategy Knowledge and Perceived Strategy Use: Singaporean Students' Awareness of Listening and Speaking Strategies.	Zhang, Donglan ; Goh, Christine C. M.	2006	Vol. 15	Issue 3	199-219
Student teachers' collaborative construction of grammar awareness: the case of a highly competent learner.	Svalberg, Agneta ML. ; Askham, Jim	2014	Vol. 23	Issues 1-2	123-137
Students as Evaluators of Writing: Learning from What They Notice. (Research Note)	Edstrom, Anne	2006	Vol. 15	Issue 1	53-57
Students' accounts of grammatical forms of German that are difficult, unattainable, and irrelevant for self-expression.	Chavez, Monika	2016	Vol. 25	Issue 3	197-221
Students' self-perceptions of apologies to instructors.	Cheng, Dongmei	2017	Vol. 26	Issue 4	261-281
Systemowość polskiej homonimii miêdzyparadygmatycznej (The Systematic Character of Polish Interparadigmatic Homonymy). Elýbieta Awramiuk. Bialystok: Białostockie Studia Jêzykoznawcze, 1999. (Book Review)		2003	Vol. 12	Issues 3-4	265-269
Talkin' 'bout my Communication: Communication Awareness in Mid-Adolescence.	Thurlow, Crispin	2001	Vol. 10	Issues 2-3	213-231
Talking about German verb particles identified in concordance lines – from spontaneous to expert-like metatalk.	Schaeffer-Lacroix, Eva	2016	Vol. 25	Issues 1-2	127-143
Talking About Grammar in the Foreign Language Classroom.	Borg, Simon	1998	Vol. 7	Issue 4	159-175
Talking grammatically: L1 adolescent metalinguistic reflection on writing.	Watson, Annabel Mary ; Newman, Ruth Malka Charlotte	2017	Vol. 26	Issue 4	381-398
Talking into empty space? Signalling involvement in a virtual language classroom in Second Life.	Deutschmann, Mats ; Panichi, Luisa	2009	Vol. 18	Issues 3-4	310-328
Talking, tuning in and noticing: exploring the benefits of output in task-based peer interaction.	Philp, Jenefer ; Iwashita, Noriko	2013	Vol. 22	Issue 4	353-370
Task Content Familiarity, Task Type and Efficacy of Recasts.	Révész, Andrea ; Han, ZhaoHong	2006	Vol. 15	Issue 3	160-179
Task-based language learning and teaching: theoretical, methodological, and pedagogical perspectives, edited by Johannes Eckerth and Sabine Siekmann, 2008. (Book Review)		2009	Vol. 18	Issue 2	234-238
Teacher Cognition in Grammar Teaching: A Literature Review.	Borg, Simon	2003	Vol. 12	Issue 2	96-108
Teacher Education for LSP. R. Howard and G. Brown (eds). Clevedon: Multilingual	Wright, Tony	1998	Vol. 7	Issue 4	232-236
	1				

Matters, 1997. (Book Review)					
Teacher language awareness and cognitive linguistics (CL): building a CL-inspired perspective on teaching lexis in EFL student teachers.	Gießler, Ralf	2012	Vol. 21	Issues 1-2	113-135
Teacher Language Awareness and the Professional Knowledge Base of the L2 Teacher.	Andrews, Stephen	2003	Vol. 12	Issue 2	81-95
Teacher language awareness education and pedagogy: a new discursive space.	Pomphrey, Cathy ; Burley, Suzanne	2009	Vol. 18	Issues 3-4	422-433
Teacher language awareness, by Stephen Andrews, Cambridge, Cambridge University Press, 2007. (Book Review)	Llurda, Enric	2010	Vol. 19	Issue 4	323-326
Teacher perspectives on linguistics in TESOL teacher education.	LaFond, Larry ; Dogancay-Aktuna, Seran	2009	Vol. 18	Issues 3-4	345-365
Teachers' Choice and Learners' Preference of Corrective Feedback Types.	Yoshida, Reiko	2008	Vol. 17	Issue 1	78-93
Teaching and Language Corpora. A. Wichmann, S. Fligelstone, T. McEnery and G. Knowles (eds). London: Longman, 1997. (Book Review)	Hunston, Susan	2000	Vol. 9	Issue 3	169-177
Teaching and Researching Lexicography. R.R.K. Hartmann. Harlow, UK: Pearson Education Limited, 2001. (Book Review)	Bowker, Lynne	2002	Vol. 11	Issue 2	146-149
Teaching email requests in the academic context: a focus on the role of corrective feedback.	Nguyen, Thi Thuy Minh ; et al.	2015	Vol. 24	Issue 2	169-195
Teaching language and culture in an era of complexity: interdisciplinary approaches for an interrelated world, edited by Joelle Aden, Trevor Grimshaw and Hermine Penz, Brussels, Peter Lang, 2010. (Book Review)		2011	Vol. 20	Issue 4	379-382
Teaching Primary School Children about the English Language: A Critique of Current Policy Documents.	Sealey, Alison	1999	Vol. 8	Issue 2	84-97
Technology as an Awareness-raising Tool for Sensitising Teachers to Features of Stress and Rhythm in English.	Coniam, David	2002	Vol. 11	Issue 1	30-42
Teenagers learning Chinese as a foreign language in a European Confucius Institute: the relationship between language learner strategies and successful learning factors.	Cáceres-Lorenzo, M. Teresa	2015	Vol. 24	Issue 3	255-272
Teenagers' perceptions of communication and 'good communication' with peers, young adults, and older adults.	Williams, Angie ; Garrett, Peter	2012	Vol. 21	Issue 3	267-278
Text-generating Strategies of Three Multilingual Writers: A Protocol-based Study.	Armengol-Castells, Lourdes	2001	Vol. 10	Issues 2-3	91-106
Textual enhancement of two L2 Arabic forms: a classroom-based study.	Park, Eun Sung ; Nassif, Lama	2014	Vol. 23	Issue 4	334-352
Textual Interaction: An Introduction to Written Discourse Analysis. Michael Hoey. London: Routledge, 2001. (Book Review)	Deignan, Alice	2003	Vol. 12	Issue 2	150-153
The 'Awakening to Languages' approach at preschool: developing children's communicative competence.	Coelho, Daniela ; Andrade, Ana Isabel ; Portugal, Gabriela	2018	Vol. 27	Issue 3	197-221
	I		1		1

The acquisition of sociolinguistic evaluations among Polish-born adolescents learning English: evidence from perception.	Clark, Lynn ; Schleef, Erik	2010	Vol. 19	Issue 4	299-322
The Bilingualism Reader. Li Wei (ed.). London and New York: Routledge, 2000. (Book Review)	McGee, lain	2003	Vol. 12	Issue 1	72-74
The Cognitive Turn of Contrastive Analysis: Empirical Evidence.	Kupferberg, Irit	1999	Vol. 8	Issues 3-4	210-222
The Communicative Role of Self-repetition in a Specialised Corpus of Business Discourse.	Fung, Lancy	2007	Vol. 16	Issue 3	224-238
The conflation of /I/ and /r/: New Zealand perceptions of Japanese-accented English.	Watanabe, Yutai	2017	Vol. 26	Issue 2	134-149
The construction of conflict talk across workplace contexts: (towards) a theory of conflictual compact.	Handford, Michael ; Koester, Almut	2019	Vol. 28	Issue 3	186-206
The dialogical nature of language use in interactive listening: revisiting meaning in context.	Huang, Alan	2020	Vol. 29	Issue 1	21-40
The editing talk of adult ESL learners.	Storch, Neomy	1997	Vol. 6	Issue 4	221-232
The effect of native/non-native information on non-native listeners' comprehension.	Hu, Guiling ; Su, Jing	2015	Vol. 24	Issue 3	273-281
The effects of a functional linguistics-based course on teachers' beliefs about grammar.	Swierzbin, Bonnie ; Reimer, Julia	2019	Vol. 28	Issue 1	31-48
The Effects of Explicit Spelling Instruction in the Spanish EFL Classroom: Diagnosis, Development and Durability.	Pérez Cañado, María Luisa	2006	Vol. 15	Issue 1	20-37
The Effects of Processing Instruction and its Components on the Acquisition of Gender Agreement in Italian.	Benati, Alessandro	2004	Vol. 13	Issue 2	67-80
The effects of teaching methods for raising ESL students' awareness of gesture.	Hilliard, Amanda	2020	Vol. 29	Issue 1	1-20
The erasure of linguistic difference in media representations of encounters with others on British television.	Norton, Julie E. ; Gieve, Simon	2010	Vol. 19	Issue 3	205-225
The Eric Hawkins Lecture: Language awareness and (critical) cultural awareness – relationships, comparisons and contrasts.	Byram, Michael	2012	Vol. 21	Issues 1-2	5-13
The Ethnic Group Affiliation and L2 Proficiency Link: Empirical Evidence.	Gatbonton, Elizabeth ; Trofimovich, Pavel	2008	Vol. 17	Issue 3	229-248
The Evolution of Teachers' Language Awareness.	Andrews, Stephen	2006	Vol. 15	Issue 1	1-19
The fluctuating development of cross-linguistic semantic awareness: a longitudinal multiple case study.	Zheng, Yongyan	2014	Vol. 23	Issue 4	369-388
The Functional Analysis of English: A Hallidayian Approach. Thomas Bloor and Medel Bloor. London: Edward Arnold, 1995. (Book Review)	Ghadessy, Mohsen	1998	Vol. 7	Issue 4	223-226
The His/Her Challenge: Making Progress in a 'Regular' L2 Programme.	White, Joanna ; Muñoz, Carmen ; Collins, Laura	2007	Vol. 16	Issue 4	278-299
	1	1	1	-	·

The impact of fluency strategy training on Iranian EFL learners' speech under online planning conditions.	Seifoori, Zohreh ; Vahidi, Zahra	2012	Vol. 21	Issues 1-2	101-112
The impact of self-perceived subject matter knowledge on pedagogical decisions in EFL grammar teaching practices.	Sanchez, Hugo Santiago	2014	Vol. 23	Issue 3	220-233
The Intonation Systems of English. Paul Tench. London: Cassell, 1996. (Book Review)	Cauldwell, Richard T.	1998	Vol. 7	Issue 4	226-229
The Language Awareness of the L2 Teacher: Its Impact Upon Pedagogical Practice.	Andrews, Stephen	2001	Vol. 10	Issues 2-3	75-90
The legacy of diglossia in English vocabulary: what learners need to know.	Boyle, Ronald	2009	Vol. 18	Issue 1	19-30
The metalinguistic knowledge of undergraduate students of English language or linguistics.	Alderson, J. Charles ; Hudson, Richard	2013	Vol. 22	Issue 4	320-337
The Notion of Standard Language in Late Modernity: Introducing Three Studies of Young Danes' Perceptions and Evaluations of Standardness in Language. (Guest Editorial)		2001	Vol. 10	Issue 1	1-8
The Problem of False Language Awareness.	Svalberg, Agneta ML	2001	Vol. 10	Issues 2-3	200-212
The psychology of second language acquisition, by Zoltán Dörnyei, Oxford, Oxford University Press, 2009. (Book Review)	Polat, Brittany	2011	Vol. 20	Issue 3	271-274
The relationship between aptitude and working memory: an instructed SLA context.	Yalçın, Şebnem ; Çeçen, Sevdeğer ; Erçetin, Gülcan	2016	Vol. 25	Issues 1-2	144-158
The relationship between bilingual experience and the development of morphological and morpho-syntactic awareness: a cross-linguistic study of classroom discourse.	Kim, Tae Jin ; et al.	2015	Vol. 24	Issue 4	332-354
The Relationship Between Consciousness, Interaction and Language Learning.	Van Lier, Leo	1998	Vol. 7	Issues 2-3	128-145
The Relationship between Metalinguistic Knowledge and Learning Outcomes among Undergraduate Students of Chinese.	Elder, Catherine ; Manwaring, Diane	2004	Vol. 13	Issue 3	145-162
The Relationship between the Negotiation of Meaning and Language Learning: A Longitudinal Study.	Bitchener, John	2004	Vol. 13	Issue 2	81-95
The role of morphological awareness in the incidental learning of Chinese characters among CSL learners.	Zhang, Yanhui ; Li, Ruyu	2016	Vol. 25	Issue 3	179-196
The role of peer feedback in learning to write explanatory texts: why the tutors learn the most.	Crinon, Jacques ; Marin, Brigitte	2010	Vol. 19	Issue 2	111-128
The Role of Phonological Awareness Development in Young Chinese EFL Learners.	Chien, Ching-ning ; Kao, Li-hua ; Wei, Li	2008	Vol. 17	Issue 4	271-288
The role of radical awareness in Chinese-as-a-second-language learners' Chinese character reading development.	Wong, Yu Ka	2017	Vol. 26	Issue 3	211-225
The Schooling Process and Awareness of the Standard: Examples from Dialect Phonetics.	Santos, Isabel Almeida ; Martins, Cristina	2002	Vol. 11	Issue 4	229-239

The Social Turn in Second Language Acquisition. David Block. Edinburgh: Edinburgh University Press, 2003. (Book Review)	Poussa, Patricia	2004	Vol. 13	Issue 4	286-288
The Sociolinguistic Awareness of Tertiary Level Students in Hong Kong and Mainland China.	Littlewood, William ; Danli, Li	2006	Vol. 15	Issue 2	97-109
The sociolinguistics of variety identification and categorisation: free classification of varieties of spoken English amongst non-linguist listeners.	McKenzie, Robert M.	2015	Vol. 24	Issue 2	150-168
The Sociopolitics of English Language Teaching. Joan Kelly Hall and William G. Eggington (eds). Clevedon: Multilingual Matters, 2000. (Book Review)	Emery, Helen	2003	Vol. 12	Issues 3-4	275-278
The Space Between Shared Understandings of the Teaching of Grammar in English and French to Year 7 Learners: Student Teachers Working Collaboratively.	Turner, Karen ; Turvey, Anne	2002	Vol. 11	Issue 2	100-113
The status of metalinguistic knowledge in instructed adult L2 learning.	Roehr, Karen ; Gánem-Gutiérrez, Gábriela Adela	2009	Vol. 18	Issue 2	165-181
The Teaching and Acquisition of Focus Constructions: An Integrated Approach to Language Awareness Across the Curriculum.	Callies, Marcus ; Keller, Wolfram R.	2008	Vol. 17	Issue 3	249-266
The Translator as Communicator. Basil Hatim and Ian Mason. London and New York: Routledge, 1997. (Book Review)	Heffer, Chris	2001	Vol. 10	Issue 1	60-64
The Unheard Voices: A Reader Model for Students.	Zyngier, Sonia	1999	Vol. 8	Issue 1	30-37
The Uses and Representations of Local Languages in Tourist Destinations: A View from British TV Holiday Programmes.	Jaworski, Adam ; et al.	2003	Vol. 12	Issue 1	5-29
The Vocabulary of World English. Stephan Gramley. London:Arnold, 2001. (Book Review)	Gupta, Anthea Fraser	2003	Vol. 12	Issues 3-4	269-272
They Speaked and Wrote Real Good': Judgements of Non-native and Native Grammar.	Derwing, Tracey M. ; Rossiter, Marian J. ; Ehrensberger-Dow, Maureen	2002	Vol. 11	Issue 2	84-99
Thinking with your hands: speech-gesture activity during an L2 awareness-raising task.	Compernolle, Rémi A. van ; Williams, Lawrence	2011	Vol. 20	Issue 3	203-219
Towards a conceptual framework for implementing a cross-curricular approach to language awareness in the school curriculum.	McCarthy, John	1997	Vol. 6	Issue 4	208-220
Towards multilingual education: Basque educational research from an international perspective, by Jasone Cenoz, Clevedon, Multilingual Matters, 2009. (Book Review)	Jiménez-Catalán, Rosa M.	2011	Vol. 20	Issue 2	151-154
Trainee Teachers' Grammatical Knowledge: The Tension Between Public Expectation and Individual Competence.	Cajkler, Wasyl ; Hislam, Jane	2002	Vol. 11	Issue 3	161-177
Training 8-Year-Old French Immersion Students in Metalinguistic Analysis: An Innovation in Form-focused Pedagogy.	Bouffard, Laura Annie ; Sarkar, Mela	2008	Vol. 17	Issue 1	3-24
Transforming Practice: Changing Patterns of Participation in Post-observation	Vásquez, Camilla ; Reppen, Randi	2007	Vol. 16	Issue 3	153-172

Meetings.					
Translation and Norms. Christina Schaffner (ed.). Clevedon: Multilingual Matters, 1999. (Book Review)	Milán-Varela, Carmen	2002	Vol. 11	Issue 2	149-152
Translation Competence and Language Awareness.	Faber, Pamela	1998	Vol. 7	Issue 1	9-21
Trilingüismo en la Enseñanza. Actitudes Hacia la Lengua Minoritaria, la Mayoritaria y la Extranjera. David Lasagabaster. Lleida: Editorial Milenio, 2003. (Book Review)	Hernández-Campoy, Juan Manuel	2006	Vol. 15	Issue 3	220-224
Two Standards: One for the Media and One for the School.	Kristiansen, Tore	2001	Vol. 10	Issue 1	9-24
University Language Study for Civic Education: A Framework for Students' Participation to Effect Individual and Social Change.	Brady, Alan	2006	Vol. 15	Issue 4	229-243
University Students' Perceptions of Native and Non-native Speaker Teachers of English. (Research Note)	Lasagabaster, David ; Sierra, Juan Manuel	2002	Vol. 11	Issue 2	132-142
Unpacking teachers' language ideologies: attitudes, beliefs, and practiced language policies in schools in Alsace, France.	Young, Andrea S.	2014	Vol. 23	Issues 1-2	157-171
Unravelling upper-secondary school teachers' beliefs about language awareness: from conflicts to challenges in the EFL context.	Broek, Ellen W. R. van den ; et al.	2018	Vol. 27	Issue 4	331-353
Unveiling learners' attention during language processing: the case of epistemic meanings of a modal verb.	Hondo, Junko	2012	Vol. 21	Issue 3	249-265
Using a genre-based approach for writing instruction in a less-commonly-taught language.	Yiğitoğlu, Nur ; Reichelt, Melinda	2014	Vol. 23	Issue 3	187-202
Using CEFR level descriptors to raise university students' awareness of their speaking skills.	Glover, Philip	2011	Vol. 20	Issue 2	121-133
Using Diaries to Promote Metalinguistic Reflection among Elementary School Students.	Simard, Daphnée	2004	Vol. 13	Issue 1	34-48
Vague Language Explored. Joan Cutting, ed. Palgrave Macmillan, 2007. (Book Review)	Ferrari, Federica	2008	Vol. 17	Issue 4	352-355
Variations in Native Speaker Competence: Implications for First-language Teaching.	Chipere, Ngoni	2001	Vol. 10	Issues 2-3	107-124
Verbal Reports, Noticing, and SLA Research.	Egi, Takako	2004	Vol. 13	Issue 4	243-264
Verbalisation as a mediational tool for understanding tense-aspect marking in English: an application of Concept-Based Instruction.	Gánem-Gutiérrez, Gabriela Adela ; Harun, Haliza	2011	Vol. 20	Issue 2	99-119
Vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and mainland China.	Gao, Xuesong ; Ma, Qing	2011	Vol. 20	Issue 4	327-342
Vocabulary Learning in the Content-oriented Second-language Classroom: Student Perceptions and Proficiency.	Horley, Birgit ; Hart, Doug	2000	Vol. 9	Issue 2	78-96
War Words: Language, History and the Disciplining of English. U. Clark. Oxford: Elsevier	Cummins, Jim	2003	Vol. 12	Issue 1	75-78

Science Ltd., 2001. (Book Review)					
Web-based Curriculum for Pragmatics Instruction in Japanese as a Foreign Language: An Explicit Awareness-raising Approach.	Ishihara, Noriko	2007	Vol. 16	Issue 1	21-40
Whaddaweknow? Language Awareness and Non-linguists' Accounts of Everyday Speech Activities.	Mcgregor, Graham	1998	Vol. 7	Issue 1	32-51
What (do) learners want (?): a re-examination of the issue of learner preferences regarding the use of 'native' speaker norms in English language teaching.	Subtirelu, Nicholas	2013	Vol. 22	Issue 3	270-291
What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes.	Zhou, Ally A.	2009	Vol. 18	Issue 1	31-46
What does 'international university' mean at a European bilingual university? The role of languages and culture.	Doiz, Aintzane ; Lasagabaster, David ; Sierra, Juan Manuel	2014	Vol. 23	Issues 1-2	172-186
What is Critical in Critical Language Awareness.	Males, Terry	2000	Vol. 9	Issue 3	147-159
What makes pronunciation teaching work? Testing for the effect of two variables: socially constructed metalanguage and critical listening.	Couper, Graeme	2011	Vol. 20	Issue 3	159-182
What their friends say about the way they talk: the metalanguage of pre-adolescent and adolescent Australians.	Willoughby, Louisa ; Starks, Donna ; Taylor- Leech, Kerry	2015	Vol. 24	Issue 1	84-100
What's the target? A folk linguistic study of young Stockholmers' constructions of linguistic norm and variation.	Bijvoet, Ellen ; Fraurud, Kari	2016	Vol. 25	Issues 1-2	17-39
Who Do They Think 'We' Is? Learners' Awareness of Personality in Pedagogic Grammars.	Berry, Roger	2005	Vol. 14	Issues 2-3	84-96
Word Frequencies in Written and Spoken English: Based on the British National Corpus Geoffrey Leech, Paul Rayson and Andrew Wilson. Essex: Longman, 2001. (Book Review)		2002	Vol. 11	Issue 2	152-157
Working with Texts: A Core Book for Language Analysis. R. Carter, A. Goddard, D. Reah, K. Sanger and M. Bowring. London: Routledge, 1997. (Book Review)	Crompton, Peter	2000	Vol. 9	Issue 2	104-109
World Englishes. G. Melchers and P. Shaw. London: Arnold, 2003. (Book Review)	Murray, Heather	2005	Vol. 14	Issues 2-3	191-193
Writing a Critical Review: Reflections on Literacy Practices.	Teramoto, Hiromi ; Mickan, Peter	2008	Vol. 17	Issue 1	44-56
Written languaging with indirect feedback in writing revision: is feedback always effective?	Fukuta, Junya ; Tamura, Yu ; Kawaguchi, Yusaku	2019	Vol. 28	Issue 1	1-14
Young children talk about their popular cartoon and TV heroes' speech styles: media reception and language attitudes.	Stamou, Anastasia G. ; Maroniti, Katerina ; Griva, Eleni	2015	Vol. 24	Issue 3	216-232