

Contents

	Introduction	1
one	THEORETICAL CONSIDERATIONS	9
1	Grammatical Consciousness Raising in Brief Historical Perspective <i>William Rutherford</i>	15
2	The Fundamental Character of Foreign Language Learning <i>Robert Bley-Vroman</i>	19
3	Psycholinguistic Dimensions of Second Language Proficiency <i>Ellen Bialystok</i>	31
4	Consciousness Raising and the Second Language Learner <i>Michael Sharwood Smith</i>	51
5	Some Theories of Communicative Competence <i>Michael Canale and Merrill Swain</i>	61

6	Psychological Constraints on the Teachability of Language	85
	<i>Manfred Pienemann</i>	
7	Consciousness Raising and Universal Grammar	107
	<i>William Rutherford and Michael Sharwood Smith</i>	
	Activities for part one	117
two	WHAT IS PEDAGOGICAL GRAMMAR?	119
8	Pedagogic Grammars	123
	<i>S. Pit Corder</i>	
9	Grammar, and Nonsense, and Learning	146
	<i>H. G. Widdowson</i>	
10	Notions and Functions in a Contrastive Pedagogical Grammar	156
	<i>Michael Sharwood Smith</i>	
11	Aspects of Pedagogical Grammar	171
	<i>William Rutherford</i>	
	Activities for part two	186
three	THE REALIZATION OF PEDAGOGICAL GRAMMAR	187
12	Pedagogically Relevant Aspects of Case Grammar	189
	<i>J. Lachlan Mackenzie</i>	
13	Applied Linguistics and the Psychology of Instruction: A Case for Transfusion?	206
	<i>Michael Sharwood Smith</i>	
14	Imperfective versus Progressive: An Exercise in Contrastive Pedagogical Linguistics	224
	<i>Michael Sharwood Smith</i>	

15	Functions of Grammar in a Language-Teaching Syllabus	231
	<i>William Rutherford</i>	
	Activities for part three	250
	Name Index	253
	Subject Index	257