

INDEX

- affective-cognitive context, 212
- anomic aphasia, 22–23
- arbitrary identifiers, 60
- assisting, 119
- attitude, 226

- band descriptors, 146
- bias
 - observer, 34, 39, 45
 - procedure, 38, 42, 47

- calibration sessions, 40
- challenges, 119
- classroom
 - dynamics, 32–33, 35, 42
 - observation research, 31
 - traditional, 156
- collaborative learning, 170
- collection of texts, 71
- common nouns, 72
- communicative
 - achievement, 148
 - competence, 124, 219
- complex trauma, 209
- computer processing, 60
- conventional approach, 71
- corpora, 71, 78, 92
- corpus, 56

- based analysis, 75
- bilingual, 4
- linguistics, 70
- political speeches, 56–57, 71
- raw, 57
- single-authored, 55
- word list, 69
- corresponding adjectives, 68
- course function words, 62
- COVID-19 lockdown, 168

- DA, 8, 170
- decode
 - Malay words, 22
 - simple spellings, 22
 - words, 119
- diaries, 120
- dyslexia, 13, 24, 28

- education
 - cumpulsory, 121
 - policies, 31
 - studies, 31
- edutainment, 173–74, 178
- English as a second language,
 - see* ESL
- English language learning, 167
- ESL, 120

- learners, 137, 139, 209
- explanatory, 120
- extrinsic
 - factors, 201
 - motivation, 192, 195–96
- fear of assimilation, 213
- flemma, 58
- flipped classroom, 146–47, 151, 154, 158
- foundational concerns, 4
- grammatical
 - rule, 54
 - tagging, 59
- growth, 139
- guided writing task, 146
- heliocentric theory, 15
- higher order thinking skills *see* HOTS
- HOTS
- holistic, 136
- homographs, 60
- HOTS, 127
- ideological, 100
 - discourse structures, 101
 - underpinnings, 5
- illiteracy, 126
- independence, 122
- initial indication, 63
- inquiry process, 169
- instrument bias, 36, 41, 46
- integrativeness, 221
- intergroup attitudes, 213
- intermediary agent, 99
- inter-rater reliability, 4
- Islamic State, 6, 96
- language
 - assessment, 127
 - competency, 168
 - pedagogy, 3
- learning outcomes, 31
- linguistic, 122, 166
 - form, 2, 55
- literacy, 126
 - development, 128
 - foundational, 123
 - skills, 121, 131
- LOTS, 127
- lower order thinking skills *see* LOTS
- lower proficiency students, 224
- media representations, 75–76, 78, 88
- military forces, 99
- modifier, 68
- newspaper articles, 103, 106
- nominal modification, 68, 69
- observation, 120
 - protocols, 32, 35
- online
 - learning, 169
 - violent extremism, 95

- paradigm shift, 203
- patterns, 119
- phenomena, 13, 36, 108, 120
- phonetics, 15
- phonics, 15–16
 - war, 15, 27–28
- phonological
 - awareness, 20–21, 25
 - core, 3
 - deficit, 13, 23
- pre-school, 121
- primary school, 119
- professional supervision, 95
- proficiency, 121
- profound, 120
- prosody, 4, 26, 129

- reading
 - challenges, 137
 - skills, 119, 121, 127
- recurrent themes, 67
- reflective writing, 190
- reliability, 133
- religious, 99
- role of teachers, 221, 225

- self-monitoring, 139
- semi-structured interviews, 138, 214, 217

- social media, 167
- specialised mental health
 - support, 95
- stimuli, 128
- student engagement, 33, 39, 47
- sympathisers, 96
- syntactic analysis, 54

- target language, 225
- teaching and learning
 - environments, 31
- terrorism, 95, 98–99
- terrorist group, 96
- thematic analysis, 171, 187, 190
- TikTok, 170
- transformation, 121

- validity and reliability, 44, 133
- vocabulary, 122

- willingness to speak
 - integrativeness, 220
 - motivation, 220
- word
 - cloud, 71
 - frequency, 53
 - list, 57