

# **MINI DICTIONARY OF LANGUAGE AND TEACHING TERMS**

**Короткий термінологічний словник-довідник  
з англійської мови та методики її навчання**

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## INTRODUCTION

This dictionary is an academic reference to teaching and language terms. It has been compiled by a university professor for students who are studying English at an advanced level and are going to become future teachers. The list of over 1,300 vocabulary items was assembled after a careful analysis of academic texts, syllabuses, glossaries and dictionaries that come from printed and Internet sources.

This book is intended as a straightforward and readable explanation of teaching and language terms together with examples that are likely to be met in course material. The information is introductory but is intended to encourage students by offering suggestions for further reading and including many cross-references that direct students on an interesting journey in a particular area of interest.

The contents deal with classical language education theories as well as modern grammatical terms and there are numerous examples to help understanding and illustrate correct usage. Foreign language teaching is effective when both a teacher and a student possess good knowledge of the subject; hence, a reference work combining language and ELT methodology is particularly desirable.

Vocabulary items are explained in the dictionary, often with cross-references to related items. Examples are *monologue* and *dialogue*. Many of them are given with derivatives that are other parts of speech. Examples are *orthography* noun and *orthographic* adjective. Some items are provided with synonyms. Examples are *activity book* and *workbook*. There is also vocabulary of computer language. Examples are *Open Office* and *Web 2.0*.

This book also contains items that raise students' awareness of institutions dealing with language education in other countries. Examples are *AAIEP* (*American Association of Intensive English Programs*) and *JET* (*Japanese Exchange and Teaching Program*).

This dictionary, then, is very useful for

- Students who are studying English at school and university
- Students at an advanced level who are studying ELT methodology
- Post-graduate students interested in ELT
- Newly qualified teachers and those taking an INSETT programme
- Teacher training college and university teachers of ELT Methodology

## A

### **AAIEP (American Association of Intensive English Programs)**

A group of university and college-based intensive English programs.

### **abbreviation**

1. A short form of a word or expression, as in *B.A., p.m., Dr., Prof.* See **acronym**.
2. The act of abbreviating something.

### **absolute**

1. A grammatical construction that is dependent of the main clause, as in *Seriously though, shouldn't you write and apologize?*
2. A transitive verb used without a direct object, as in *Her late coming is likely to disturb.*

### **absorb, verb**

To learn a language without noticing.

### **abstract, adj+noun**

Less direct; more theoretical. A summary of the main details of a piece of writing or a speech, particularly when these have a scientific or academic content.

### **abstract concept**

Abstract ideas exist as thoughts in the mind and are not related to physical objects or real events and actions.

### **abstract noun**

The name of anything we experience as an idea or quality, not something we experience by sight, touch, smell, etc., e.g. *beauty, doubt, history*. The term is used in teaching vocabulary. See **concrete noun**.

### **academic language**

Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms, technical language, and speech registers related to each field of study.

**accent**

This can mean word stress, e.g. *control* has the accent on the second syllable, but we use it to mean the pronunciation used by some speakers – a regional or class accent.

**accessible**

Understandable in terms of both expression and content.

**acculturation**

The process of adapting to a new culture. This involves understanding different systems of thought, beliefs, emotions and communication systems. Acculturation is an important concept for understanding S.L.A., since successful learning is more likely when learners succeed in acculturating.

**ACE (Access Certificate in Education)**

An entry-level training certificate being piloted by Pitmans/City and Guilds in the UK.

**ACELS**

Advisory Council for English Language Schools in Ireland.

**accommodation**

Additional support mechanisms for learners who need to access the content or to demonstrate what they know.

**accuracy, noun, accurate, adj**

The use of correct forms of grammar, vocabulary, and pronunciation. In an accuracy activity, students typically give more attention to correctness. See **fluency**.

**accuracy of form**

Accurate grammar and spelling.

**accuracy order**

Learners learn and produce the L2 with varying degrees of accuracy at different stages of development, perhaps corresponding to the acquisition order.

**achievable target, goal**

An aim that is not too difficult for the learner to reach.

## **achieve aims, objectives**

When a teacher succeeds in teaching what he/she has planned to teach.

## **achievement tests**

Tests which look back over a long(ish) period of language learning to test how much of the syllabus the learners have learnt. Internal end-of-year tests and external school-leaving examinations are both examples of achievement tests. Also known as **attainment** tests.

## **acquire, verb**

To learn a language naturally by hearing it, reading it, and using it. This is the way we all learn our first language. See **acquisition**.

## **acquisition (also language acquisition)**

The way people learn their mother tongue. The process of picking up a language without formal instruction and without a sustained conscious effort to learn the language. Acquisition usually occurs as a result of highly motivated exposure to the language in use plus the need and opportunity to communicate in the language. Children acquire their first language in this way and are capable of picking up any language anywhere without tuition. Adults are capable of acquiring the ability to communicate in a foreign language in this informal way too, but most seem to need some conscious, formal learning as well in order to achieve accuracy.

## **acronym**

A word (a type of abbreviation) formed from the first letters of other words, such as BASIC (Beginner's All-purpose Symbolic Instruction Code).

## **action plan**

Something an observer and a teacher might agree on at the end of an observation.

## **activating prior/ previous knowledge**

Encouraging learners to produce language or ideas about a subject before it is taught using knowledge learned previously, e.g. *Tell me six words connected with 'cinema'. Think of three sources of information.*

## **activation**

One of the elements in lesson sequences which is designed to get students use language freely and communicatively (introduced by J. Harmer).

## **active role, passive role**

When students think about their own learning and what their own needs are and try to help themselves learn more, they are taking an active role. A **passive role** is the opposite of an active role.

## **active vocabulary**

The content and function words of a language which are learned so thoroughly that they can be used in the performance of any communication act; the vocabulary which can be easily recalled for production. **Passive vocabulary** refers to words understood when heard or read, but not used in speaking or writing.

## **active voice**

In an active sentence, the subject of the verb usually does or causes the action, e.g. *I wrote the letter*. See **passive voice**.

## **activity**

A short task which is part of a lesson, perhaps lasting 15-20 minutes. Syn. **task**.

## **activity book, workbook**

An **activity book** or **workbook** has extra practice and is often used for homework. It usually accompanies a **coursebook**.

## **activity-based learning**

A way of learning by doing activities. The rules of language are looked at either after the activity or not at all.

## **adapt, verb**

To change your ideas or behaviour so that you can deal with a new situation.

## **adapt (material)**

To change a text or other material so that it is suitable to use with a particular class.

## **adjacency pairs**

In conversation, pairs of utterances that commonly co-occur – such as question-reply, introduction-greeting.

## **adjective**

A part of speech. An adjective describes or gives more information about a noun, pronoun or clause, e.g. a hot day.

An **-ing/ed adjective** changes in different situations, e.g. *The book is very interesting; I am very interested in the book.*

## **adjunct**

An adverb or adverbial phrase that is an integral part of a clause or sentence, as in *explain it slowly.*

## **adjustment**

The way(s) in which speakers alter what they say in order to make it understandable to the audience.

## **additional language**

Used to refer to any language other than the first language.

## **additive nature**

In spoken English, we sometimes:

(a) put a quantifier after a noun.

**Example:** *People who live in cities, lots of them grew up in the country.*

We also sometimes put a possessive after the noun.

**Example:** *My teacher, her husband Jem is also a teacher.*

(b) express possessives like this:

**Example:** *Instead of saying 'My friend's husband works at that factory', we sometimes say 'My friend, her husband works at that factory'.*

## **adjourning**

The final closing of a meeting, or of any official gathering.

## **advanced level**

A level of attainment where the learner has mastered most of the structures and functions of the language and is able to move freely through several registers – there may be a working vocabulary in excess of 3000 words.



## **advanced students**

One of the basic level distinctions which denotes those whose level of English is competent, allowing them to read fiction and communicate fluently within 15-20 minutes.

## **adverb**

An **adverb** describes or gives more information about how, when, where or to what degree something is done, e.g. *They sang beautifully.*

## **adverbial particle**

An adverb used as part of a verb, e.g. *go away, keep out.*

## **affective, adj**

1. Influencing or influenced by emotions.
2. Connected with feelings and personal reactions rather than by being purely intellectual or academic.

## **Affective Filter Hypothesis**

Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He believed that learners can only accept language input if their affective filter is low, i.e. they are motivated, confident, and relaxed. If they are unmotivated, lack confidence or feel anxious, the affective filter will be up and will block any input from being received.

## **affirmative, adj**

Describes a verb form in a sentence without *not*, e.g. *I like it.*

## **affix**

A group of letters put at the beginning (*prefix*) or at the end (*suffix*) of a word to make a new word which either has a new meaning or is a different part of speech, as in *anti-nuclear, likely*.

## **agent**

The part of a passive sentence which states the person or thing performing the action, as in *The blackboard was cleaned by the pupil on duty.*

## **aids to teaching**

(a) Visual: Blackboard, whiteboard, overhead projector, realia, posters, wall charts, flipcharts, maps, plans, flashcards, word cards, puppets.

(b) Electronic: Tape recorder, TV or video player, computer, CD Rom, language laboratory.

## **aims**

The behavioural objectives of a lesson, e.g. *The learners will be able to order tickets for a film over the telephone.*

## **alexia**

The lack of ability to learn how to read caused by damage to the central nervous system.

## **allophone**

A speech sound that is a variant of a phoneme, e.g. one that is aspirated and one that is not.

## **allusion**

The device of making a reference to a well-known person, place, etc. the significance of which the reader or audience is expected to recognize and understand.

## **alphabet**

A set of letters or symbols used in a writing system. The English alphabet has 26 letters.

## **Americanism**

A word or expression that is characteristic of American English, e.g. *railroad* for *railway*, *gas* for *petrol*, etc.

## **analogue**

A word in one language with the same origin as a word in another language. The English word *calculate* is an analogue of the Latin word *calculus*.

## **analyse, verb**

To divide a sentence into its grammatical parts and label them.

### **analytical learner**

That who likes problem solving and working things out for him/herself.

### **Anglicism**

A word or expression which is characteristically English in the United Kingdom or British internationally, e.g. *roundabout*.

### **annotation**

A textual comment in a book which may include explanations, informative notes, and other comments.

### **antonym**

A word that is opposite in meaning to another word. *In* and *out* are antonyms. See **synonym**.

### **application**

A stage in the focused instructional cycle depending on the psychological and linguistic needs and preferences of the learners. It includes such alternatives as personal expression, simulated life use, real use and internally justified use.

### **Applied Linguistics**

The study of the relationship between theory and practice. The main emphasis is usually on language teaching, but it can also be applied to translation, lexicology, among others.

### **appraisal**

A face-to-face discussion where a trainee's performance is discussed.

### **approach, noun**

Language teaching is discussed in terms of three related aspects: approach, method, and technique. Different theories about the nature of language and how languages are learned (approach) imply different ways of teaching the language (method), and different methods make use of different kinds of classroom activity (technique).

### **appropriacy, noun, appropriate, adj**

Language use is only really correct if the utterances are appropriate to the situations in which they are used. The roles and status of the



## **Assessment and Qualifications Alliance (AQA) (formerly AEB & NEAB)**

Certificate in English Language Skills (ESOL), JET SET, range of graded exams for ESOL.

### **assessment standards**

Statements that establish guidelines for evaluating student performance and attainment of content standards; often include philosophical statements of good assessment practice. See **performance standards**.

### **assumed knowledge**

Information that a speaker or writer takes for granted when communicating.

### **attainment tests**

Language tests which seek to discover information about the language abilities of the learner(s). Unlike achievement tests, they are not restricted to testing what learners have been taught.

### **attitudes**

Learners possess sets of beliefs about language learning, target culture, culture, teacher, learning tasks, etc. These beliefs are referred to as attitudes. They influence learning in a number of ways.

### **attitudinal**

Relating to or affected by what someone feels about something.

### **attributive**

Describes an adjective placed immediately in front of the noun it modifies, as in *black ink*. Many nouns can be used as attributive adjectives, e.g. *a drama student*, *an essay competition*.

### **audio aids**

Aids such as radios, record players, tape recorders and language laboratories which help the learners by exposing them to the spoken language.

### **Audio-lingual approach/method**

Listen and speak: this method considers listening and speaking the first tasks in language learning, followed by reading and writing.

There is considerable emphasis on learning sentence patterns, memorization of dialogues, and extensive use of drills.

### **audio-visual aids**

Aids such as television, films, and video equipment which allow the learners to see a situation as well as listen to the language used in it.

### **Audio-visual method**

A method of FLT which teaches speaking and listening before reading and writing; does not use the mother tongue in the classroom; uses recorded dialogues with film-strip picture sequences to present language items; uses drills to teach basic grammar and vocabulary. It was developed in France in the 1950s and is based on the belief that language is learned through communication; translation can be avoided if new language items are taught in situations.

### **auditory learner**

A learner who learns best by listening to the language and by speaking it.

### **aural comprehension**

Activities which involve the learners listening to and responding to spoken language.

### **authentic**

Real, not false or copied, accurate or based on fact, traditional or original, or very similar to this.

### **authentic language**

Real or natural language, as used by native speakers of a language in real-life contexts; not artificial or contrived for purposes of learning grammatical forms or vocabulary.

### **authentic materials**

Materials such as newspaper articles, brochures, train tickets, letters, advertisements, recordings of the news, airport announcements, etc. which were originally used in real situations and were not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use.

## **authentic task**

A task which involves learners in using the language in a way that replicates its use in the 'real world' outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present, and completing substitution tables are, therefore, not authentic tasks. Examples of authentic tasks would be answering a letter addressed to the learner, arguing a particular point of view, and comparing various holiday brochures in order to decide where to go for a holiday.

## **authentic text**

A text (written or spoken) which is produced for native speakers, not learners.

## **authentic use activities**

The language in these activities has not been restricted in any way (e.g. not by the teacher's instructions, by the coursebook writer, etc.)

## **authority-oriented learner**

That who sees the teacher as an authority figure. He/she likes clear structure and progression to a course.

## **autonomous, adj**

An autonomous person is independent and able to make their own decisions.

## **autonomy, noun**

Total autonomy would mean that the learner is entirely responsible for all aspects of their learning. Learners may, however, exercise a degree of autonomy or independence over some aspects of their learning but not others.

## **auxiliary verb**

A verb that gives grammatical information, for example about tense, which is not given by the main verb of a sentence.

The first verb in each of the following sentences is an auxiliary:

- I *would* love a drink
- When *did* you arrive?

- She *has* finished her book.

### **average reading speed**

250-500 words per minute is used to read everyday materials (newspapers, magazines, etc.).

### **aware, adj**

Conscious of something, knowing or realizing something. See **language awareness**.

## **B**

### **BASELT**

British Association of State English Language Teaching schools in the UK.

### **BC**

British Council.

### **backchaining**

A technique for helping a learner say a difficult sentence by breaking it down into smaller parts and practising saying those pieces, slowly building up again to complete sentence. E.g. *n't you? aren't you? thirty, aren't you? You're thirty, aren't you?*

### **back-channel**

In conversations, the provision of feedback from the learner(s) to the speaker. The purpose of such feedback is to let the speaker know he or she is being attended to and to encourage the speaker to continue. The feedback may be verbal or non-verbal (e.g. *head nodding*).

### **back-formation**

The process of creating a shorter word by deleting part of an existing word that is mistakenly considered to be an affix. For example, *edit* is a back-formation from *editor*.

### **background knowledge**

The knowledge of the world which the reader or listener makes of in interpreting a piece of spoken or written language.

### **backwash effect**

The effect that the nature of the final examination has on the teaching and learning during a course. An examination which



focuses on tests of grammatical knowledge is likely to lead to the teaching and learning of grammatical knowledge in courses preparing candidates for the examination, whereas a communicative examination is likely to encourage communicative approaches and activities in the classroom.

### **bare infinitive**

The infinitive form of a verb without *to*. It is used when forming the future tense, as in *The teacher will mark and grade the pupils' essays tomorrow*, and to form the imperative, as in *Go to the blackboard!*

### **base form of the verb**

The base form of the verb is the infinitive form of a verb without 'to', e.g. *go*.

### **battery tests**

Tests made up of large numbers of (usually) discrete-point items, on a series of tests testing different aspects of language performance. The purpose of such tests is to take a wide sample of language so as to assess the learner's overall language abilities.

### **beginners**

One of the three basic level distinctions which denotes those who don't know any English.

### **behavioural strategies (also interactive strategies)**

Interactional devices that a listener can use to solve a current listening problem, such as asking for clarification or repetition.

### **behaviourist theories**

Theories based on the assumption that language is a process of habit formation relying on correct imitation and frequent repetition.

### **BICS**

Basic Interpersonal Communication Skills. Language development for social intercourse. In Jim Cummins' research with immigrant pupils in Canada, most students were found to achieve BICS after two or three years of education in the majority language. Language events are context-embedded (those which are used in everyday conversation with visual contextual support). Tasks associated with

BICS are usually comprehensible and less demanding. Cognitive processes are linked to BICS – identify specific information, name, match and sort objects into sets.

### **biculturalism**

Near native like knowledge of two cultures; includes the ability to respond effectively to the different demands of these two cultures.

### **bilingual**

Able to speak two languages fluently.

### **bilingual dictionary**

This uses translation from the **target language** into another language for definitions and examples. See **monolingual dictionary**.

### **bilingual instruction**

Provision of instruction in school settings through the medium of two languages, a native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of the program.

### **blended learning**

A course which includes online and face-to-face components.

### **blissful**

Giving you great pleasure. Learning is more successful when a student enjoys it.

### **block letters**

A form of writing or printing using separated letters that have clear lines without any decoration. It is particularly common as *block capitals* which are often requested on application or request forms.

### **blog**

A type of online diary – originally called Web log.

### **blu-tack**

A sticky, plasticine-like, substance used to stick posters on walls, flashcards on the board, etc.

## **board game**

A game played by two or more players on a board and often using **dice**. Teachers can use these for controlled language practice.

## **body language**

Non-verbal communication. The way someone communicates a message with their body (e.g. by eye contact, facial expression, gestures, posture).

## **bottom-up processing**

Decoding the smallest elements first, and using these to decode and interpret words, clauses, sentences and then the whole text.

## **bottom-up reading**

Teaching to read from the bottom up, starting with the smallest units, single letters up to words and phrases.

## **Braille**

A system of writing for the blind to read. It uses varying patterns of six raised dots to represent a letter or symbol that can be interpreted by touch. Louis Braille was a blind French teacher and musician who invented this system in the early part of the 19<sup>th</sup> century.

## **brainstorm**, noun + verb

Groups of learners work together to think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking.

## **bully**, verb

To frighten or hurt someone who is smaller or weaker than you or to use your influence or status to threaten or frighten someone in order to get what you want.

## **buzz group**

This is a method of livening up a discussion or a lecture. During a discussion/lecture, pair or group pupils and have them summarise the previous part and decide if they agree or disagree, then move on to the next part and do the same.

## **byword**

A word or name often used as the perfect example of good quality, e.g. *'Cassel' is a byword for reliable dictionaries.*

## **C**

### **CALL**

Computer assisted language learning. **CAL** stands for computer assisted learning.

### **calligraphy**

An elaborate and formal style of handwriting, especially as an art form.

### **CALP**

Cognitive Academic Language Proficiency: Language development for academic learning. Cummins observed that it takes seven to eight years for L2 students to attain a level of English suitable for academic school study. Language events are context reduced (little support) and cognitively demanding. Meaning is accessed primarily through the language, e.g. listening to lectures on abstract topics, writing essays, and learners require control over grammar and vocabulary. Language is more abstract and less personal. Cognitive processes linked to CALP are as follows: identify criteria, justify opinions, form hypotheses and interpret evidence.

### **camaraderie**

A spirit of familiarity and trust existing between friends.

### **can do statements**

Indicate to students what they are expected to do by the end of a unit, module or course. (E.g. can organise factual information/ can describe a process).

### **caretaker talk**

The speech used by mothers, fathers, and other people as they look after and care for babies and very young children. Caretaker talk encourages the children to talk. It has also been called parentese.

### **Carroll diagram**

A means of classifying information according to four criteria.

	Living	Non-living
Natural	tree	stone
Manufactured	genetically modified organism	computer

### **case**

The changes in the form of adjectives, nouns, and pronouns used to show grammatical functions in a sentence.

### **CAT**

Computer Adaptive Testing.

**categorization**, noun, **categorise**, verb

To put things into the group (category) to which they belong. For example, students might categorise a list of different foods into groups such as fruit and vegetables.

### **CBI**

Content based instruction (US). Non-native speakers (often from minority language groups) learn a second language to enable them to integrate in mainstream classes.

### **CBT**

Computer Based Testing.

### **CD ROM**

Compact Disk Read Only Memory. A disk that can hold large amount of information, which can be read by a computer. This may contain sound, pictures, and video as well as text.

### **CELTA**

Certificate in English Language Teaching to Adults. This is a trade name TEFL certificate course developed in the UK by University of Cambridge ESOL (UCLES) and RSA. DELTA is the advanced Diploma course.

### **CELTYL**

Certificate in English Language Teaching to Young Learners. A certificate course developed in the UK by University of

Cambridge ESOL (UCLES); normally taken as an add-on option with CELTA.

### **Cert.TEB**

Certificate in Teaching English for Business. A certificate course developed by LCCI for teachers specializing in business English (see **LCCI**, below).

### **Cert.TESOL**

Certificate in TESOL. The certificate course developed in the UK by Trinity College London. The advanced version for experienced teachers is the Lic. Dip. TESOL.

### **Cert.TEYL**

Certificate in Teaching English to Young Learners. A certificate course extension developed by Trinity College London; normally taken as an add-on option with Cert. TESOL.

### **chain, the**

An error correction technique that involves students passing corrections to each other across the classroom.

### **chant, noun + verb**

To repeat a phrase, sentence or poem, usually with others, in a regular **rhythm**.

### **chart**

A drawing or graph that can be placed on the classroom wall and can show information such as irregular verb forms or prepositions.

### **checking question**

A question you ask to see if children understand/have understood.

### **choral drill/repetition (also chorus repetition)**

In a choral drill, the teacher says a word or sentence, and the students repeat it together.

### **chunks**

Words, groups of words or formulaic units which are context bound and which learners use to build language often without explicit study.

## **circle**

Seating arrangement in form of a circle which lowers the barriers between the teacher and the learners.

**citation**, noun, **cite**, verb

The act of quoting a writer, book or passage as proof or as an example.

## **clarify**

To explain so that someone understands.

## **clarification and focus**

The part of a lesson in which learners become clearer about language system items, especially concerning how they are formed, what they mean, and how they are used.

## **class profile**

A description of all the students in a class, including their age, ability, etc.

## **Classroom Language**

Use of language to explore and invent patterns and connections in order to suppose, pretend, and adopt roles. Use of language for precision, accuracy, conciseness and objectivity is also important.

### ***Examples:***

What will you do if....? What would you do if....? What do you think they would have done if...? E.g. *If you were a scientist, what would you say? How would you act in this situation?*

## **classroom management**

The strategies used by a teacher to organise the classroom and the learners, such as seating arrangements, different types of activities, **teacher roles, interaction patterns.**

## **classroom observation**

Watching what goes on in the classroom for various purposes (e.g. research, teacher-training, maintenance of teaching standards, etc.).

## **clause**

A **clause** consists of a verb and (generally) a subject. A clause can be a full sentence or a part of a sentence.

## **CLIL**

Content and Language Integrated Learning. CLIL is defined as 'an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.'

## **cline**

A gradual change that happens across a range of similar things.

## **closed pairs**

When students do pairwork with the person sitting next to them and no one else listens. See **open pairs**.

## **closed questions**

Questions which require fixed responses, such as Yes/ No, or answers to When? Where? Which? Who? How many? How often? These questions usually encourage correct answers.

## **cloze test**

A type of **task** in which students read a text with words missing and try to work out the missing words. The missing words are removed regularly from the text, e.g. every seventh word. A cloze test is used for testing reading ability or general language use. This is different to a gap-fill activity which can focus on testing a specific language point. See **gap-fill**.

## **clustering**

A writing activity. A key word or central idea is placed in the centre of a page around which the pupil puts down in a few minutes all of the free associations triggered by the subject matter.

## **code switching**

Moving between the first and target language while teaching and learning.

## **co-operation**, noun, **co-operate**, verb, **co-operative**, adj

Working together and helping each other. In some group work activities, students will co-operate to find the answer or solve a problem.



## **cognate**

A word in one language which looks similar to and has a meaning equivalent to a word in another language; e.g. (Spanish/English) *nacional/national*. Beware of false cognates, that is, words which look the same but have different meanings; e.g. (Italian) *attualmente* = at the present time; (English) *actually* = really.

## **cognition** (definition)

The process of learning through reasoning, intuition, or perception.

CLIL is said to promote cognitive skills which challenge learners. In addition to concrete thinking skills, such as remembering, identifying, comparing, contrasting and defining, those needed for academic, abstract thinking are also developed: reasoning, creative thinking, and evaluating. One of the leading researchers in bilingual education, Jim Cummins, distinguishes between **BICS** and **CALP**.

## **cognitive approaches**

Approaches to language teaching which involve the learners thinking about the language and working out rules from examples or instances.

## **cognitive learning style**

A way of perceiving and organizing information based on a combination of cognition and personality.

## **cognitive-linguistic**, adj

One of the levels of motivation when the individual acts in formal language-learning situations.

## **cognitive processes**

The mental processes involved in thinking, understanding or learning.

## **cognitive skills**

Thinking skills.

## **coherence**

The extent to which discourse is perceived to “hang together” rather than being a set of unrelated sentences or utterances.

## **cohesion**

The formal links that mark various types of inter-clause and inter-sentence relationships within discourse.

## **cohesive devices**

The glue that holds a text together, such as conjunctions, e.g. *and*, *but*, *however*, *consequently*, substitution, and referencing.

## **collage**

A picture made by sticking together different materials, such as pieces of paper, photos, etc.

## **collaborative learning**

Pedagogy that uses thoughtfully organized group activities as a means of enhancing academic achievement and affective variables.

## **collective noun**

A word that names a group and is considered as a single unit, e.g. *herd*, *crowd*, *team*, *gang*.

## **collocate**

Go together, e.g. 'dry wine' but not 'dry water'; 'injured in a car accident' but 'wounded in a war'.

## **collocation**

Words which are used together regularly, e.g. *The teacher made a presentation* NOT *The teacher performed a presentation*.

## **colloquial, adj , colloquialism, noun**

Language used in informal conversations or writing. A word or phrase used in colloquial English, e.g. *OK*.

## **combining arrangement**

A group-work activity in which each learner has a different piece of information that all others need.

## **comment**

An addition to a text that is an explanation or criticism.

## **common core**

The central part of the course or syllabus; or the elements of a language vital to any teaching program.

**common noun**

Any noun used to refer to any of a group, e.g. *book, city, experience, paper, system*.

**communication**

Learners are encouraged to produce the language of the subject orally as well as in writing and to participate in meaningful interaction. Peer feedback is valued. One of the main FLT aims is to increase student talking time (STT) and reduce teacher talking time (TTT).

**communication game**

A classroom activity involving communication in the target language, but with some non-linguistic aim in view, e.g. the drawing of a picture, construction of a model, arrangement of a series of pictures, etc.

**communication gap**

The disparity in knowledge and experience that exists between people involved in communication with each other. The wife who asks her husband, 'Who won?', the doctor who asks his patient, 'How do you feel today?' etc. are doing so because of a 'communication gap'. Much of the interaction between the teacher and the learners in the classroom is extremely artificial because there is no 'communication gap' between the participants. In order to give a group of learners opportunities to use language in a meaningful way, it is important to make sure that there are communication gaps in the situations in which the learners are asked to perform. (Some books use the term 'information gap' instead of 'communication gap').

**communication strategies**

Strategies for using L2 knowledge. These are used when learners do not have the correct language for the concept they wish to express. Thus they use strategies such as paraphrase and mime.

**communicative, adj**

Used to describe an approach to teaching a language, in which the learner learns by communicating in the target language as much as possible (speaking, listening, reading and writing).

### **communicative activities**

Activities designed to get learners to use the language for communication rather than for language practice. The main aims of these activities are to help the learners to gain confidence, to become more fluent, and to acquire language through exposure and use. They are not designed to provide practice and correction of specific language items.

### **Communicative approach**

A way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorising a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all the time. See **Grammar-translation method**.

### **communicative competence**

A measure of the learner's ability to achieve successful communication in the language he/she is learning.

### **communicative functions**

Purposes for which language is used; includes three broad functions: communicative, integrative, and expressive; where language aids the transmission of information, affiliation and belonging to a particular social group, and allows the display of individual feelings, ideas, and personality.

### **communicative learner**

That who likes learning through group and social activities.

### **communicative purpose**

The aim or intention behind communication; the reason for communicating.

### **Communicative language teaching**

An approach concerned with the needs of students to communicate outside the classroom; teaching techniques reflect this in the choice of language content and materials, with emphasis on role play, pair and group work, among others.

## **Community language learning**

A method of language learning which relies upon the learners to provide their own syllabus. The learners form a circle with their chairs and start a conversation. The teacher (referred to as 'knower' or 'resource person') stays outside the circle and waits for a learner to ask for help. When this happens, he whispers an English translation or a corrected English version for the learner to then use in the conversation. The group conversation is recorded and transcribed and is later analysed by the learners and the teacher. This analysis then provides the basis for the teaching of particular language points.

## **comparative adjective**

A comparative adjective compares two things, e.g. *He is taller than she is.*

## **comparison or degree of comparison**

The positive, comparative, and superlative forms of an adjective or adverb.

## **competence**

A confusing term because it is used with different meanings by different writers. It was used to refer to an idealised grammar, which was supposed to underlie the ideal user's language performance, but is nowadays mainly used to refer to knowledge about a language as opposed to the ability to use the language in real situations.

## **competency**

Fundamental knowledge, ability, or expertise in a specific subject area or skill set.

## **components (of a lesson plan)**

The main parts of a lesson plan, e.g. **aims, procedure, timing, aids, interaction patterns, anticipated problems, assumptions.**

## **composition**

(1) An essay produced as an educational exercise; (2) written development of ideas, any literary work; (3) the parts that make up a literary work including settings, episodes, and characters.

### **comprehensible input**

When native speakers and teachers speak to L2 learners, they often adjust their speech to make it more comprehensible. Such comprehensible input may be a necessary condition for acquisition to occur.

### **comprehensible output**

The language produced by the learner (the 'output') may be comprehensible or incomprehensible. The efforts learners make to be comprehensible may play a part in acquisition.

### **comprehension check**

Includes the understanding of the social and interactive meaning of a language.

### **compound**, noun+adj

A word formed by joining two or more other words, e.g. *head teacher, a headache, never-ending*.

### **compound sentence**

A sentence with two or more clauses, e.g. *The students opened their textbooks and began reading the text*.

### **concept**

The general idea of something or the meaning in someone's head.

### **concept diagram**

Information is organised around a word or phrase that represents a class or category of people, places, objects and events.

### **concept checking questions (CCQs)**

The technique of asking **concept questions** or other techniques to check that students have understood a new structure or item of lexis. A concept question is a question asked by the teacher to make sure that a student has understood the meaning of new language, e.g. the new language structure – used to – *He used to live in Paris*. Concept question – *Does he live in Paris now?* Answer – *No*.

### **concept mapping/ mind mapping**

Representing information in diagram form where key words are linked by lines. The lines are then labeled to express the relationship between the words.

## **concept maps**

Diagrams which help learners organise information, such as a grid of similarities and differences to compare and contrast or lines and arrows to indicate and link cause-effect relationships.

## **concise, adj**

Expressed using only a few words, but in a way that is easy to understand.

## **concordances (or concordance lines)**

A list of authentic utterances each containing the same focused word or phrase e.g.: “The bus driver still didn't have any change, so he made me wait. I really don't mind which one. Any newspaper will do. I just ...know what they are saying. Any teacher will tell you that it's .....

## **concrete noun**

Any noun that refers to something that can be seen, touched, heard, smelled or tasted, e.g. *box, cloud, animal, flower, scent*. See **abstract noun**.

## **concrete learner**

He/she learns best from visual or verbal experiences and physical involvement.

## **Concurrent validity**

This asks whether a test produces results which are close to those produced by an established test. If it does, it is said to have good concurrent validity. Concurrent validity is assessed by correlating results from the experimental and the established tests, or by correlating the results of the test with rankings by teachers.

## **conditional**

A possible or imagined situation, usually with ‘if’, e.g. *If it rains, I will get wet* (but it's not raining now).

## **conditional forms**

A **verb** form that refers to a possible or imagined situation. Grammar books often mention three kinds of conditionals:

- **First conditional**, e.g. *I will come if I can*.

- **Second conditional**, e.g. *I would go if they asked me.*
- **Third conditional**, e.g. *I would have seen her if I had arrived earlier.*

### **confidence**

The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help students to feel more confident about their own ability.

### **conjugation**, noun, **conjugate**, verb

The act or process of stating all the forms of a verb used to show person, tense, etc.

### **conjunction**

A conjunction is a word such as ‘and’, ‘but’, ‘while’ or ‘although’ that connects words, phrases, and clauses in a sentence.

### **connected speech**

Speech which consists of more than one word.

### **connotation**

The thoughts and ideas suggested by particular words and phrases. This is distinct from the literal meaning. For example, *bee* (a hardworking person), *snake* (a deceitful person), *greatness* (importance, fame).

### **conscious (of)**

To know that something exists or is happening, or to have knowledge or experience of something; to be aware.

### **consequence**

A result or effect of something.

### **consolidate**, verb **consolidation**, noun

To return to something to understand and remember it more completely. For example, students can consolidate a grammar point by doing extra practice.

### **consonant**

Any letter of the English alphabet except the vowels *a*, *e*, *i*, *o*, *u* and sometimes *y*. See **vowel**.



## **construction**

1. The way a group of words is put together to form a phrase, clause or sentence.
2. The meaning of a word, phrase or sentence, especially in its particular context.

## **consult, verb**

To get advice or information from someone or something, e.g. a dictionary or grammar book.

## **Content-based learning**

Curricular subjects apart from languages can be taught through the target language. These include: Art, Citizenship, Classics, Design Technology, Economics, Environmental Studies, Geography, History, Information Computer Technology (ICT), Literacy, Math, Music, Physical Education (PE), Philosophy, Politics, Religious Education (RE), Science, Social Science.

## **Content-based language teaching**

Foreign language teachers import curricular content into language lessons and use it as a motivator for language learning.

## **content-obligatory language**

Language needed for subject matter mastery in the mainstream classroom. This language may be the primary focus of second language lessons.

## **Content validity**

One of the criteria for judging whether a test is good or not. It refers to the extent to which a test actually tests relevant language content. Relevance may be determined in two ways: backwards-looking relevance (i.e. the test reflects the language taught on the syllabus) and forwards-looking relevance (i.e. the test reflects the language needed in the post-language learning situation). Content validity is a matter of personal judgement rather than measurement.

## **content words**

Words with a full meaning of their own; nouns, main verbs (i.e. not auxiliary or modal verbs), adjectives and many adverbs contrasted with structure words.

**constructive**, adj

Intended to be useful or helpful.

**context**

1. The general situation in which something happens, which helps to explain it.
2. The situation in which language is used or presented in the classroom.
3. The words or phrases before or after a word which help a student to understand that word.

**contextualize**, verb, **contextualization**, noun

To put new language into a situation that shows what it means, e.g. *The music in the disco was very loud*. A teacher can put a word in a typical context in order to illustrate its meaning, usage or grammatical function. See **context**.

**connotation**

The associations which a word or group of words has for a particular language user or community of language users. Thus 'rebel' and 'freedom fighter' could be used by two different speakers to refer to the same person. The two phrases have the same referent but different connotations. In the same way, 'conservative' might have the same referent but different connotations for different people.

**Construct validity**

This asks whether a test is theoretically sound, i.e. is it constructed according to sound theories of language learning and testing? Obviously, a test devised 20 years ago is unlikely to have good construct validity today. Construct validity is a matter of personal opinion and is not measured.

**continuous assessment**

This is an alternative form of assessment which involves students building up a portfolio of their work. The portfolio reflects their achievements over a long period of time. It is also known as portfolio assessment.

**contraction**, noun, **to contract**, verb

The reduction of a word and often its combination with another word, e.g. *you have = you've; it is = it's, never = ne'er.*

**contrastive analysis**

Comparing two different languages to discover in what ways they are the same, similar, and different in order to predict likely learner errors or explain discovered errors.

**contrastive stress**

More emphasis on one word to show the difference between one word and another.

**contrast**, verb

To compare two things or people and say that the second one is very different from the first.

**controlled activities**

Activities which have language and output largely controlled by the teacher, rather than the learners.

**controlled exercise**

A practice exercise in which the learners are told exactly what to do and how to do it. It is hoped that nearly all the learners will get nearly all the exercise right and will therefore develop correct habits and gain useful knowledge about the language.

**controlled practice**

Practice in which the teacher guides or limits the students' use of language, such as by providing questions to be answered, sentences to be completed, or words or pictures to follow.

**controlled writing exercises**

Ones where both the content and the language are determined.

**controversy**

An argument between two sides with opposing points of view.

**conversation**

An oral interaction between two or more people. The major focus of interest in recent years has been in the analysis and interpretation of casual conversation – that is, interactions carried out for social

purposes rather than for the exchange of goods and services.

### **conversational analysis**

A type of analysis that aims to identify the principles enabling individuals to negotiate and exchange meanings. The central question addressed by conversation analysis is: how do conversations “work”?

### **convey meaning**

To express or communicate meaning. Teachers focus on conveying meaning when they present new language in the vocabulary lesson.

### **co-operation**, noun, **co-operate**, verb

Working together with someone else to achieve something; helping one another in class.

### **cooperative arrangement**

Groupwork activities in which learners have equal access to the same material or information and cooperate to do the task.

### **cooperative/ collaborative group**

A grouping arrangement in which positive interdependence and shared responsibility for task completion are established among group members; the type of organizational structure encouraging heterogeneous grouping, shared leadership, and social skills development.

### **cooperative learning**

A strategy for the classroom that is used to increase motivation and retention, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.

### **cooperative writing**

Learners work together to produce a piece of writing; this can be one group of learners or it can be between groups of learners.

### **coordinate clause or independent clause**

A clause that can be used by itself as a sentence and has the same status as another clause in a complex sentence, as in *He works well, and he'll easily pass the exam.*

### **coordinating conjunction or coordinator**

A conjunction that joins coordinate clauses, e.g. *or, and, yet*, as in *I'll be in the library, or I'll be in my room; I live in London, and I stayed near the city centre.*

### **copybook**

A book with exercises for learning how to write or do calligraphy.

### **copying**

Student writing down the text presented visually.

### **copyright**

The legal right held exclusively by an author, publisher, etc. to produce a literary or artistic work. The symbol © is used to show who holds the copyright. The issue of copyright is very important in the use of materials in teaching or for academic writing purposes.

### **correction**

The putting right of a particular instance of language use which is considered faulty.

### **correlative conjunction or correlative**

A conjunction used with other words to express a link between two or more ideas, e.g. *either...or..., neither...nor..., not only...but..., both...and....*

### **COTE (Certificate for Overseas Teachers of English)**

A certificate-level course developed by University of Cambridge ESOL (UCLES).

### **cotext**

The language which is used before and after a particular utterance being referred to. This is often known as the linguistic environment or the linguistic context of the utterance. In the example below, the context of the utterance, *'If only I'd known.'* is in italics:

- A. *Why the hell did you tell the Director?*
- B. *If only I'd known. Nobody told me who he was. I'd have kept quiet if I'd known.*

## **counterword**

A word with a usage that is now much wider than its original meaning, e.g. *incredibly* (originally 'unbelievably' but now 'very').

## **count noun or countable noun**

A noun that can be used with *a*, *an* or numbers and has a plural form, e.g. *girl*, *grade*, *problem*. These nouns can refer to a separate object or living thing (e.g. *a book*, *a tree*) or to a particular abstract concept (*an idea*, *a thought*).

## **counselling**

Individual meetings between students and teachers to discuss assessment results usually in relation to self-assessment.

## **coursebook**

A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually focuses on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

## **creation**

The ability of a language learner to produce utterances which he has never heard or read and therefore cannot possibly have remembered and reproduced. The learner creates by making use of subconscious generalisations based upon his exposure to the language in use.

## **creative practice/ freer practice/ production stage**

Practice in which students use the language (perhaps newly introduced items) more freely, with little or no control by the teacher. They can express their own ideas and opinions.

## **creative thinking skills**

Enable learners to

- Generate ideas
- Develop ideas
- Imagine or hypothesise

- Apply imagination
- Look for innovative solutions
- Think of alternative outcomes.

## **CRELS**

Combined Registered English Language Schools of New Zealand.

### **criteria**

Standards on which a judgment can be based.

### **criterion-referenced testing**

Tests in which students are assessed according to a criterion rather than by comparing them with other students. High jumping is criterion referenced – can athletes jump 1m 50, 1m 60, 1m 70, and so on? If they can, they have met the criterion; if they can't, they haven't. In language testing, the criteria would be, for example, can students produce correct past tense forms? business letters? acceptable consonant sounds?

### **critical incident**

A conflict from a misunderstanding of cultural behaviour.

### **criticism**

Comments that show that you think something is wrong or bad.

### **critique**

An essay or article that criticizes a literary work. This includes the good as well as the poor qualities.

### **cross-checking**

Involves checking a response given by one student with that of other student's in a different part of the classroom.

### **cross-cultural, adj**

Connected to relations between people from different cultures.

### **cross-cultural competence**

Ability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation.

**cross-curricular, adj**

Linking two school subjects, e.g. English and Science.

**cross-over groups**

A group activity in which the class is initially divided into groups for discussion. After a period of time, one or more members of each group move to join other groups, and the discussion continues. This allows the ideas to be shared without the need for a whole-class feedback session.

**cross-pollination (of ideas)**

Exchange and stimulating influence among diverse elements.

**crossword puzzle**

A word game in which students complete a **grid**. Students write the answers to definitions in the squares on the grid. It is often used to revise vocabulary.

**C-test**

A form of **cloze** test in which the first half of every second word is deleted from the text.

**cue**

A hint, a prompt leading the speaker to a correct answer.

**cue cards**

1. Cards shown to learners to guide their responses in a drill.
2. Cards given to participants in a role-play or simulation to tell them who they are and what they are going to do.

**cued practice**

Practice in which the students' language is produced in response to a cue given by the teacher. Cues can be words, signals, pictures, actions, etc. For example:

<b>Cue</b>	<b>Response</b>
time	What time is it?
day	What day is it?

**Cuisenaire rods**

Small coloured rods of wood or plastic often used in teaching.



## **culture**

The sum total of the ways of life of a people; includes norms, learned behaviour patterns, attitudes and artifacts; also involves traditions, habits or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating, and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating and acting.

## **culture/ citizenship/ community**

Learners are encouraged to think of themselves as part of a larger group in society and to be aware of how others live and learn.

## **cultural-linguistic, adj**

Describes one of the levels of motivation under which the individual uses non-native languages in relation to others within and across cultures.

## **culture clash**

A conflict from a misunderstanding of cultural behaviour.

## **curriculum**

Course of study embracing all subjects at an educational institution or within a national education system which states: the educational purpose of the programme, the content, teaching procedures and learning experiences which will be necessary to achieve this purpose.

## **cursive**

Describes handwriting in the form of joined letters.

## **cycle**

A series of events that happen again and again in the same order or at the same times, or a set of things as part of a process.

## **D**

## **declarative, adj**

A sentence that states a fact, e.g. *All the students are present.* A **declarative question** has the same grammatical form as a statement but has a question mark so that it is read or spoken as a question, e.g. *So you think it's my fault?*

## **declension**

The act or process of changing the endings of nouns or pronouns for case, gender, and number in some inflected languages, such as German and Latin. Declension can also refer to the complete set of possible forms for any noun or pronoun.

## **decomposition**

The 'conversion' of a written text into a question-and-answer dialogue which represents a possible 'parallel' spoken version of the written content.

## **deduce meaning from context**

To guess the meaning of an unknown word by using the information in a situation and/or around the word to help, e.g. *I drove my van to the town centre and parked it in the central car park. Van must be some kind of vehicle because you drive it and park it.*

## **Deductive approach/learning**

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. See **inductive learning**.

### **Example**

*The form and use of the third conditional is explained to learners, then they have a gap-fill exercise to complete, then prepare their own examples.*

### **In the classroom**

*The deductive approach may be suitable with lower level learners who need a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves.*

## **deep structure**

The presentation of words in a sentence to show grammatical and syntactic relationships in order to explain the general rules and limitations of grammatical choice.

## **defective verb**

A verb that does not have the usual range of forms. For example, modal auxiliary verbs (*can, might, should*, etc.) have no infinitive or participles, and *must* has no infinitive, participles or past forms.

### **definite article**

The word *the* that is used as a determiner of a noun, e.g. *The student is prepared for the lesson.*

### **definite noun**

A noun that is always used with *the*, e.g. *the moon or the north.* These nouns are used with a singular verb.

### **definite plural**

A noun that is always used with *the* and a plural verb, e.g. *the poor, the Chinese.*

### **definition, noun, define, verb**

An explanation of the meaning of a word, e.g. in a dictionary.

### **degree**

Any of the forms of an adjective used to show different grades or amounts of intensity; the three degrees in English are: **positive**, as in *big, bad, good*; **comparative**, as in *bigger, worse, better*; **superlative**, as in *biggest, worst, best.*

### **DELTA (Diploma in English Language Teaching to Adults)**

The advanced (post-experience) qualification from University of Cambridge ESOL (UCLES).

### **demonstrative adjective**

Demonstrative adjective shows how physically close the speaker or writer is to the object, e.g. *this (near), that (far).*

### **demotivate, verb, demotivated, adj**

To make someone (e.g. a student) lose motivation.

### **denotation**

The actual thing referred to by a word or group of words as opposed to ideas or feelings associated with the word. Thus the denotive meaning of *bow-tie* includes only the normal shape, size, materials, etc. of the actual item but does not include its association with formal dress and formal occasions.

### **dependent preposition**

A dependent preposition is a word that is always used with a particular noun, verb or adjective, e.g. *interested in, depend on, bored with.*

## **derivative**

A word derived from another word, e.g. *descriptive* from *description*.

## **descriptors**

Brief descriptions of real-world language performance, usually arranged on a **scale** or **yardstick**. Students' language performance can be described in this way: "Uses English independently and effectively on most occasions; a good many lapses in accuracy and fluency but usually manages to communicate his/her message", rather than in percentages or grades, which are not real-world measures.

## **descriptive or report (diagram)**

Facts about specific people, places, objects and events are represented. The information does not need to be in any particular order.

## **determiner**

A **determiner** is used to make clear which noun is referred to, or to give information about quantity, and includes words such as *the, a, this, that, my, some*, e.g. That car is mine.

## **develop skills**

To teach students how to do activities like listening and help them to understand how to listen.

## **developmental error**

A **developmental error** is an error made by a second language learner which could also be made by a young person learning their **mother tongue** as part of their normal development, e.g. *I goed there last week (I went there last week)*.

## **developmental feedback**

Feedback that promotes positive change and gives examples of how to bring about the change.

## **deverbal noun**

A noun that ends in *-ing* and could be replaced by any noun with a similar meaning, e.g. *writing* in *the writings of Shakespeare* where *writings* could be replaced by *works, plays*, etc.

### **diagnostic test**

A diagnostic test is used to identify problems that students have with language. The teacher diagnoses the language problems students have. It helps the teacher to plan what to teach in future.

### **dialect**

A variety of the national language used by members of a speech community living in a given geographical area.

### **dialogue**

A conversation between two people. It is presented to the learners to exemplify certain aspects of the spoken language and then used as the basis of practice activities. See **monologue**.

### **dialogue frame**

A skeleton dialogue with slots in it where new words or phrases may be inserted. In its most controlled form, the dialogue frame is an extended four- or six-line substitution drill. In its freest form, it is highly open-ended and may result in a fairly genuine student-student conversation.

### **dialogue journal**

A written diary exchanged between two individuals (e.g. learner to learner, learner to teacher); content is more important than form. Errors are not addressed, generally.

### **dice**

Small blocks of plastic or wood with six sides and a different number of spots on each side. They are used in **board games**.

### **dictation**

A testing technique in which the tester/teacher reads a text in short sections. The students must then write down the spoken text as accurately as possible. Dictation was unfashionable for a long time, but it has become more popular recently as a test of **integrative** language abilities.

### **dicto-comp**

A passage the teacher reads to the class several times in its entirety. The learners reproduce the original passage using their own words as well as the identical words and constructions from the text heard.

## **differentiation**

Making provision for learners with different learning needs. For the least advanced pupils, provision may be in the form of modified input, such as simplified texts or additional visual support. It may also be modified output, such as answering fewer questions. For the most advanced pupils, differentiation encourages strategies such as checking work, supporting peers, and completing extension activities.

## **digest**

A book, magazine, etc. that is a set of abridged books, essays, etc., as in *a learner's digest*.

## **diminisher**

An adverb or adverbial phrase (an intensifier) that affects the meaning of a sentence by reducing the force of part of it, e.g. *partly* or *to some extent*, as in *He partly understands* or *It's your fault to some extent*.

## **diminutive**

A word, or ending of a word, used to indicate a small size, a young age, a low level of importance, etc., e.g. *flatlet*, *baby talk*.

## **diphthong**

A vowel combination usually involving a quick but smooth movement from one vowel to another, e.g. /mai/ as in *my*.

## **Direct method**

An approach to language learning based on induction rather than on deduction and thus on learning the grammar of the language through practice of it rather than through being taught about it.

## **direct object**

A noun, pronoun or noun phrase to which the action of the verb in a sentence is directly related, as in *He did **the exercise** correctly*. See **indirect object**.

## **direct question**

The actual words that someone says when asking a question, e.g. *'What do you mean, Sue?'* asked Peter. See **indirect question**.

### **direct speech**

The actual words someone says, e.g. *He said, 'My name is Ron.'*  
See **indirect speech**.

### **direct testing**

Testing which consists of items assessing real-world language performance. So, for example, asking learners to write a business letter is a direct test of this real-world language task, whereas asking them to answer a series of multiple-choice grammar or vocabulary questions is not a direct language test because it is not a real-world language task.

### **dirty testing**

Testing which makes only a rough estimate of students' language proficiency, often by testing only one aspect of their language skills. Placement tests are often 'dirty'.

### **discipline**, noun + verb

The way a teacher keeps control of students in the classroom.

### **discourse**

Language used in a real situation for real purposes (language as social behaviour). Such a use of language invariably involves interaction (e.g. between participants in a conversation; between reader and writer in a newspaper article; between lecturer and listeners) and the combining and relating of utterances.

### **discourse analysis**

The study of how a language actually works in real situations. This involves not only studying the phonology, grammar, and vocabulary of the language but also the ways in which people interact (e.g. starting a conversation, interrupting, changing the topic, etc.) and the ways in which they use language to achieve situational purposes (e.g. persuading, refusing without giving offence, clarifying information given, etc.)

### **discourse marker**

Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude and generally controlling communication. Some people regard discourse markers as a feature of spoken language only.

## **Example**

*Words like 'actually', 'so', 'OK', 'right?' and 'anyway' all function as discourse markers as they help the speaker to manage the conversation and mark when it changes.*

**In the classroom** Discourse markers are an important feature of both formal and informal native speaker language. The skilful use of discourse markers often indicates a higher level of fluency and an ability to produce and understand authentic language.

## **discrete-point**

'Discrete' means separate, single, distinct. A discrete-point test, therefore, is made up of a large number of separate items unrelated to each other, each testing a different part of the language. **Battery** tests are often discrete-point tests.

## **discrete point tests**

Tests which aim to provide very specific information about learners' abilities in particular skills or in particular language areas (e.g. knowledge of irregular past forms). This type of test focuses on one item at a time and, therefore, tests knowledge rather than ability to use it in real situations. Also known as **discrete item testing**.

## **Discussion method**

An approach to teaching which consists in a goal-focused group conversation involving either groups of learners or the whole class, and which usually involves interaction between a teacher and students concerning the subject matter.

## **discussion or reasoned argument (diagram)**

Ideas for and against are represented by lines to show the plan of the argument.

## **discrimination**

The ability of a test to separate strong students from weaker students. Most **norm-referenced** tests, especially achievement tests, should discriminate well, whereas **diagnostic tests** need not have this quality.

## **discrimination of sounds**

Test item for measuring listening. The respondent indicates which vowel sound of three is different from the other two.



## **disjunctive**

Describes a word, especially a conjunction, used to show contrast or opposition, as in *She was clever but lazy.*

## **display questions**

Questions designed for students to display their learning. They can also provide a framework for logical thinking. Examples are: *What are these called? What are they used for?*

## **distance learning**

The linking of learners and teachers in different locations and in real time by phone or computer (e.g. Skype, teleconferencing, etc.).

## **distractor**

An incorrect item given purposely by the examiner in a multiple choice, gap-filling or matching test.

## **dominate, verb, dominant, adj**

To have a very strong influence over what happens. If a particular student is dominant in class, then other students get less chance to participate actively. If a teacher dominates, the lesson is **teacher-centred**.

## **DOS**

Director of Studies.

## **double negative**

A grammatical construction using two negatives to express a negative idea when in fact the negatives cancel each other out, e.g. *I won't have none of your rudeness!* Such usage is an error but may be used for dramatic effect or to show speech from a particular social, usually lower, class.

## **doubling of consonants**

The repetition of the final letter (a consonant) of some words when forming a present participle (before *-ing*, as in *shopping*, *swimming*), the past tense (before *-ed*, as in *grabbed*, *signalled*), and the comparative and superlative forms of some adjectives (*bigger*, *fattest*).

**draft**, noun + verb, **re-draft**, verb

A *draft* is a piece of writing that is not yet finished and may be changed. A writer drafts a piece of writing. That is, they write it for the first time but not exactly as it will be when it is finished. When the writing is changed, it is **re-drafted**.

### **drama techniques**

These include sketches, mime, and plays but do not necessarily lead to a performance. Drama in TEFL also includes improvisation, role-play, simulation and a wide variety of game-like activities involving emotions, physical activity, and imagination. Used in a mixed ability class, it is rewarding to both learners and teacher in the long run.

### **drill**

A technique teachers use for encouraging students to practise language. It involves guided repetition or practice.

### **dual-choice**

A test item which offers students two choices, e.g. true/false, same/different. Guessing is a problem with dual-choice questions and so most public tests prefer multiple-choice (four or more choices), but classroom tests may make use of dual-choice items.

### **durative**, noun

An adverb or adverbial phrase that expresses or measures duration, e.g. *We've waited a long time*. A durative may also be an intensifier, as in *Last night, I read a lot for my exam*.

### **dyad activities**

These activities give learners the opportunity to work one-to-one with others in the class. All information is exchanged orally (a strategy for group dynamics).

### **dynamic verb**

A verb used to express activity including actions, processes and sensations, as in *I washed the car; Stand up! My head aches*.

### **dyslexia**

Serious difficulty in reading and spelling (also called *word blindness*) caused by a brain disorder.

## E

**EAL (English as an Additional Language)** (UK and British Schools overseas).

Learning and facilitating learning of the curriculum for learners whose first language is not English.

**EAP (English for Academic Purposes)**

EAP courses are designed for students taking or about to take academic courses using English as the medium of instruction. They are usually specially designed to help the participants to understand and use those aspects of English which they will need during their academic courses.

**echo**

Teachers echo when they repeat language provided by students. For example,

Teacher: *What day is it today?*

Student: *It's Tuesday.*

Teacher: *Yes, it's Tuesday.*

**echo correct**

When a student makes a mistake, the teacher repeats the mistake with rising intonation so that students can correct themselves, e.g. *Student: He don't like it. Teacher: Don't? Student: He doesn't like it.*

**eclectic approach**

An approach which adopts any technique or procedure from other approaches/methods, so long as it can be shown that it results in successful learning.

**ECIS**

European Council of International Schools.

**edit, verb**

To correct mistakes in a piece of writing and, perhaps, shorten or change the words in some parts of the text to make it clearer or easier to understand.

## **editing tasks**

Tasks in which test takers are required either to identify and correct the errors in a sentence or to correct identified errors in underlined words or phrases.

## **editorial**

A major article in a newspaper or magazine. It refers in particular to the main article prepared by the newspaper's editor that is usually a commentary on major national or international events.

## **EFL (English as a Foreign Language)**

English learned by people from a community where English is not normally used. Thus an Italian, a Russian, a German or an Argentinean learning English learns it as a foreign language.

## **elementary students**

Students at this level may have a vocabulary of up to 1000 words and will probably be learning or practising present simple and continuous tenses, past simple and present perfect, will/shall, 'going to' futures. They should be able to hold simple conversations and survive in everyday situations.

## **effective, adj**

Something that works well or gives the result you want.

## **elicit, verb**

To bring out students' knowledge by asking questions and providing guidance towards answering questions.

## **ELICOS**

English Language Intensive Courses for Overseas Students. The Australian term for EFL.

## **elision**

The omission of a syllable or vowel when composing verse or dialogue in order to have the correct number of syllables for the metre or make the phrase or line easier to say. It usually involves the omission of an unstressed vowel sound that comes before a stressed one, as in *th' impossible*.

## **ELL**

English Language Learner – a term that has become popular in California designed to replace the acronym “LEP” (see below) which many teachers felt to be pejorative.

## **ellipsis**

Ellipsis is the omission of one or more words from a sentence, where they are unnecessary because they have already been mentioned. Meaning can be understood without these words. Ellipsis is one of the aspects of language that gives text cohesion.

### **Example**

*An example of nominal ellipsis, where a noun phrase is omitted, is ‘as it has the last three { }’ and of verbal ellipsis ‘Yes, I have { }’.*

***In the classroom** Analysis of tape scripts of native speakers is one way of raising learners’ awareness of ellipsis. This can then be continued as a controlled practice exercise by asking learners to fill in the gaps by replacing the missing words.*

## **ELT (English Language Teaching)**

An abbreviation used especially in Britain to refer to the teaching of English as a second or foreign language. In North American usage it is often referred to as TESOL.

## **ELTAs**

English Language Teacher Associations groups for teachers in Germany and Austria.

## **emphasis**, noun, **emphasise**, verb

When special force is given to a word when it is said because the word is important, e.g. *I want to start the lesson at six o’clock not seven.*

## **enable**, verb

To make someone able to do something. A teacher can enable students to become independent learners by teaching them how to study by themselves.

## **encouragement**, noun, **encourage**, verb

When a teacher helps students to succeed by giving them confidence, e.g. *‘Of course you can do it! You are doing very well’.* See **confidence**.

## **ending**

Any final part of a word that is a grammatical suffix, e.g. *-ing*, *-ed*, *-est*, *-ly*.

## **energy levels**

The feeling in a classroom. If students are interested and working hard, then the energy levels are high; if students are bored or tired then the energy levels are low.

## **engagement**

One of the three elements in lesson sequences where teachers try to arouse the learners' interest (introduced by Jeremy Harmer, the other two elements are study and activation).

## **EOP (English for Occupational Purposes)**

EOP courses are designed for people who need to learn English in order to help them carry out their job. Usually these courses are planned to cater for the specific needs of the participants and thus an EOP for pilots would be very different from one for hotel managers or customs officials.

## **enquiry**

A systematic process for answering questions and solving problems after gathering evidence through observation, analysis, and reflection.

## **Enquiry approach/ learning**

A teaching strategy designed to develop learning through systematic gathering of observation and investigation.

## **enquiry skills**

Enable learners to

- Ask relevant questions
- Define problems
- Plan what to do and how to research
- Predict outcomes
- Anticipate consequences
- Test conclusions

- Improve ideas.

### **Classroom Language**

- *Use of language to investigate patterns, rules, and conventions.*

### **Examples:**

*What more do we need to find out? What is the idea behind this? How will we plan the web search? What could happen if we do this? How can we test the results? How can we improve it next time?*

### **entry/ placement test**

Test that will indicate at which level a learner will learn most effectively in the case of different levels or streams.

### **epigraph**

A quotation at the beginning of a book, chapter or an essay (composition) that suggests the theme.

### **epilogue**

A statement that concludes a piece of writing. It can be a postscript to any article, speech, etc.

### **Ergonics**

The science which teaches us (1) to classify the units of a given language according to their function in the sentence; (2) to build up original (i.e. unknown) units from the smaller known units of which they are composed. Ergonics comprises the whole range of analysis and synthesis from the sentence at one extreme down to the inseparables at the other extreme, whereas Syntax is only concerned with the reduction of a sentence into Subject, Predicate, and Object, and vice versa.

### **error analysis**

Examination of samples of learners' use of English to find out what errors they make and to try to discover evidence indicating the specific nature and causes of the errors.

### **error awareness**

Ability to recognize errors or mistakes in the language. It is seen as very important for anyone who wants to improve their FL and make progress.

## **errors**

Systematic deviations from the norms of the language being learned. They are usually caused by false generalisations about the language by the learner and are an inevitable and essential part of language learning. Many such errors are developmental and disappear as the learner gains more exposure to the language in use.

## **ESB (English Speaking Board International)**

Oral assessments in (spoken) English.

## **ESL (English as a Second Language)**

English learned by people from communities where English is not the native language but where it is commonly used for various social purposes such as education, commerce, government and religion. Thus a Nigerian, an Indian, a Jamaican or a Kenyan learning English would be learning it as a second language.

## **ESOL**

English to / for Speakers of Other Languages.

## **ESOL student**

English to speakers of other languages; refers to learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates because they did not grow up speaking English (rather they primarily spoke another language at home).

## **ESP (English for Special/Specific Purposes)**

ESP courses are designed for people who are learning English so that they will be able to use it in particular situations such as on a holiday, in their job, in their training or on academic courses.

## **essay**

A longer piece of writing, particularly one that is written by a student as part of a course of study.

## **establish the meaning of a word**

To illustrate the meaning of the word and make it clear so that the learners can understand it properly.



## **Ethnomethodology**

A branch of sociology which is concerned with the analysis and interpretation of everyday spoken interaction.

## **ETS (Educational Testing Service)**

Based in Princeton, NJ, the world's biggest examination board; administrators of the TOEFL student examination.

**evaluate**, verb

To think carefully about something before making a judgement about its value, importance or quality.

**evaluation**, noun

When a teacher collects information about students' performance and abilities. See **assessment**.

## **evaluation skills**

Enable learners to

- Judge the value of what they hear, say, read, write and do
- Develop evaluation criteria for judging the value of their own and others' work or ideas
- Apply evaluation criteria
- Have confidence in their judgments
- Make recommendations.

## ***Classroom Language***

- Use of language to analyse, conceptualise, and become critically aware.

## ***Examples:***

*What are the benefits of this design? Are these instructions clear? How useful is the new system? Does the data give the information we need? What would you change? What should they move?*

## **evaluating**

Judging the value of something.

## **examination**

Formal summative or proficiency test usually administered by an institution; often associated with tests supplied by examination boards.

## examples

Utterances provided by a teacher, a text book, a tape, etc. in order to illustrate specific language points to learners.

### Examples of thinking skills

- **classify**: How many classes of X are there? To put things into particular groups according to the features that they have (e.g. birds, fish, and insects). Associated verbs: classify; categorise; decide which group; put into groups.
- **combine**: To put parts into a whole. Identifying patterns, factors or elements which can make up a whole unit. For example, planets, asteroids, and comets combine to make up the solar system.
- **compare and contrast**: What is X and what is not X? To look for similarities and differences. Associated verbs: compare; contrast; distinguish; investigate).
- **creative thinking**: What if....? To produce imaginative new ideas or thoughts. Associated verbs: imagine; build; change; compose; design; invent; make up; plan; produce; suppose.
- **divide**: What does X belong to? divide; separate; share; sort.
- **evaluate**: What do you think about X? To assess value and make choices and recommendations. Associated verbs: assess; give opinion; judge; rate; prove; what's the value of..?
- **reason**: Why X? What causes X? What comes as a result of X? What justifies X to do Y? choose; conclude; decide; explain; justify; recommend; solve.
- **remember**: list; name; recall; recite; recognise; relate spell; state; tell.

### exchange, noun+verb

A short conversation between a pupil and a teacher which often consists of a question, a response, and a follow-up comment.

### exclamation

A word or sentence that expresses surprise, anger, pain, etc., e.g.

*My goodness, it's you!* or one that is a command, e.g. *Go out!*

### **expectation**

A belief that something will happen, e.g. *He has an expectation that he will win.*

### **experiential activities**

Activities based on experience.

### **explain, verb**

To make something clear and easy to understand. For example, *"He explained the laws of physics to his students."*

### **exploit (material), verb**

To use material for a particular purpose.

### **exponent**

An item that is an example of a particular function. For example, *Could you make me a cup of tea, please?* is an exponent of the function of 'making polite requests.'

### **exposure, noun, expose, verb**

When learners listen to or read language without being consciously aware of it.

### **express, verb**

To show or make known a feeling or an opinion in words.

- Expressing ability, e.g. *I can swim.*
- Expressing intention, e.g. *I'm planning to visit him next year.*
- Expressing necessity, e.g. *He needs to get a new passport.*
- Expressing obligation, e.g. *You must wear a seatbelt.*
- Expressing permission, e.g. *Can I have a look at your book?*
- Expressing preference, e.g. *I'd rather have coffee than tea.*
- Expressing probability, e.g. *He should be in later.*

### **expression**

A group of words with a particular meaning, e.g. *make a mistake, be all ears, and by heart.*

### **extension task**

An activity which gives students further practice of the **target**

**language** or the **topic** of the lesson.

### **extensive listening/ reading**

Listening to or reading long pieces of text, such as stories. You may listen to or read some parts in detail and may **skim** other parts. See **intensive listening/ reading**.

### **extract**

Part of a text.

### **eye contact**

A detail of teacher style of managing the class that allows keeping everybody in view without looking at only one student; an important element of establishing good rapport with learners.

## **F**

### **face to face communication (also, F2F)**

Communication between people in which the participants are physically present. In contrast, there are some situations where the speaker and hearer are in different locations, such as telephone conversation.

### **Face validity**

This asks whether a test seems like a good and relevant test of language. Face validity is established either by relating the test to the syllabus (does it test the language which has been taught? – this may be called **content validity**) or to the real-world. Students who complain that your testing (or your teaching) is irrelevant to their needs are complaining about its face validity. Face validity is a matter of opinion rather than measurement. It is the most important aspect of validity on courses which aim to be communicative or authentic.

### **facial expression**

A teacher can show how they feel through their face, e.g. smiling, showing surprise.

### **facilitator**

An assistant to or a guide of a group who helps the group to find their own answers rather than providing them with 'right answers'. Also, one of a teacher's roles.

**factor**

A fact or situation which influences the result of something, e.g. the factors which decide whether someone learns a language successfully or not.

**false beginners**

Learners who seem to be complete beginners of their inability to use the language they are learning but who have had some previous learning experience of the language.

**false friends**

Words in the target language which look or sound as if they have the same meaning as similar words in the learners' first language but do not.

**familiarity check**

Shows the degree of familiarity of the language item for choosing the appropriate type of practice.

**feature (e.g. of connected speech)**

A feature of something is an interesting or important part or characteristic of it.

**feedback, noun + verb, conduct, elicit or give feedback**

1. To tell students how well they are doing. This could be at a certain point in the course or after an exercise that students have just completed.
2. To communicate to a speaker that you understand (or not) what they are saying.

**fermenting**

The highest level skill for cooperative groups, involves helping learners explore more thoroughly the material they have been exposed to.

**figure of speech**

An expression used in writing that does not have its literal meaning. Common examples are metaphor, simile, hyperbole and personification. Figures of speech are used to add imaginative or creative qualities, to emphasize humour, emotions and opinions, or to display a writer's skill at inventive phrasing.

**filler**

An activity used to fill time in the lesson procedure.

**filter**

Learners do not attend to all the input they receive. They attend to some features and 'filter' other features out. This often depends on affective factors such as motivation, attitudes, emotions and anxiety.

**finely tuned input**

Finely tuned input is language which is very precisely selected to be at exactly the students' level. For our purposes finely tuned input will mean that language which we select for conscious learning and teaching. Such language is often used in the presentation of new language, where repetition, teacher correction, discussion and/or discovery techniques are frequently used.

**finite**

Describes a form of a verb or verb phrase that shows grammatical features such as person, number, tense, voice or mood, e.g. *I laugh, We are reading, They will translate*, etc. A finite clause contains a finite, as in *I refuse to go until he apologizes to me*.

**finite verb**

A verb in any of its finite forms.

**first conditional**

The structure of a conditional sentence used to state that the possibility expressed in the *if*-clause may have a particular result, e.g. *If I finish early, I'll come to the sports centre*.

**First Certificate**

Cambridge First Certificate: an examination which may be taken by students of a good intermediate level.

**first draft**

The first piece of writing produced by the writer, which will probably need rewriting after editing.

**first language**

A person's first language is the one (s)he learned first as a child and which (s)he has continued to use. It is often referred to as L1.

### **fixed expression**

An expression that cannot be changed (no word can be left out or replaced and the word order cannot be changed, as in *fight tooth and nail* [not *fight nail and tooth*]). Other expressions are not fixed; *work day and night*, *work night and day*, *labour night and day* are all possible.

### **flannel board**

Made of rough flannel stuck on to cards hung on the wall; figures of people or objects made of felt or card backed with sand paper stick on easily and can be moved around on the board.

### **flashcard**

A card with words, sentences or pictures on it. A teacher can use these to explain a situation, tell a story, teach vocabulary, etc.

### **flipchart**

A pad of large sheets of paper fixed to a stand, which teachers use for presenting information to the class.

### **flow diagram**

Information represented in lines or boxes to show different ways a process can happen or how decisions can be made, e.g. farming.

### **fluency, oral fluency**

The use of connected speech at a natural speed without hesitation, repetition or **self-correction**. In a fluency activity, students typically give more attention to the communication of meaning rather than correctness. See **accuracy**.

### **focus, noun**

The way learners work in class i.e. in pairs or groups, individually or as a whole class. Another term for **interaction**.

### **focus on form**

To pay attention to language by identifying and practising it.

### **follow-up**

A stage of the unfocused instructional cycle where performance problems are worked on. It forms the basis for another cycle in a chaining process. A follow-up activity is the one that logically follows

the previous one in terms of skills development (e.g. an essay that follows the whole class discussion of a certain topic).

### **foreign language**

A language which is not normally used for communication in a particular society. Thus English is a foreign language in France and Spanish is a foreign language in Germany.

### **form, noun**

An analysis of form would be concerned with such features of expression as pronunciation, spelling, word order, tense formation, grammatical agreement, gender, plurality, etc. It would not be concerned with the meanings these forms are used to convey. For example: "Has he finished his dinner yet?" An analysis of the form of this sentence would describe the subject, verb inversion, the agreement between *he* and *has*, the form of the past participle (finished), the form of the present perfect tense, the form of the possessive pronoun (*his*), the position in the sentence of the object (*dinner*) and the position of the adverb (*yet*).

### **formal assessment, evaluation**

A teacher judges students' work through a test and then gives a formal report or grade to students to say how successful or unsuccessful they have been.

### **formal instruction**

This occurs in classrooms when teachers try to aid learning by raising the learners' consciousness about the target language rules. Formal instruction can be deductive (the learners are told the rules) or inductive (learners develop knowledge of the rules through carrying out language tasks).

### **formality**

The level of formality depends on how well the writer knows the reader and the difficulty/urgency of the situation. This affects whether formal or informal language is used.

### **format**

Formats are the tasks and activities which students are required to do in a test (e.g. **cloze**).



## **formative assessment, evaluation**

Assessment that is ongoing. A teacher gives students **feedback** on their progress during a course, rather than at the end of it so that they can learn from the feedback. See **summative test**.

## **forming**

One of the levels of cooperative skills directed towards organizing the group and establishing behaviour norms.

## **formulating**

One of the levels of cooperative skills directed towards helping learners develop a deeper understanding of the material under study.

## **formulaic expressions**

We use formulaic expressions to express greetings, say goodbye, say sorry and for many other purposes.

**Examples:** *How's it going?, See you later, So long, Excuse me, Thanks a lot, I'm so sorry.*

## **forum**

A place to hold online discussions during online learning.

## **fossilisation**

Fossilisation refers to the process in which incorrect language becomes a habit and cannot easily be corrected.

### **Example**

*Many advanced level learners who have Ukrainian as an L1 do not use –s(-es) with verbs in the 3d person singular.*

### **In the classroom**

*Errors in general take time to correct, but a fossilized error may never be corrected unless the learner sees a reason to do so, e.g. if it is seriously hindering communication. Teachers can help learners notice their fossilised errors by, for example, recording them speaking, or by asking them to keep a record of written errors as part of a language portfolio.*

## **fossilised error**

An error that has become a habit for the learner who has no motivation to correct it.

## **fragmentary comprehension**

Comprehension of the details of a text rather than its overall message. Some texts (e.g. telephone directories, dictionaries) are fragmented, and we only want fragmentary comprehension when we refer to them. Other texts (e.g. newspaper stories, novels) demand **global** comprehension. Fragmentary comprehension can be assessed through **discrete-point** items; global comprehension requires global or **integrative** items.

## **freer activities**

Activities which have language and output produced largely by the learners, rather than the teacher.

## **free practice**

The stage of a lesson in which the teacher does not intervene or attempt to control learner production.

## **free-response item**

A test which elicits an uncontrolled sample of language, i.e. the learner can say/write whatever s/he wishes within the constraints of the test question. All such items are subjective in their scoring.

## **free writing**

The main idea of this technique is for learners to write for a specified period of time without taking their pens from the page (suggested by Elbow in 1973).

## **frequency**

The input language contains a range of linguistic forms which occur with varying frequency. The learner's output also contains a range of linguistic forms used with varying frequency. There is evidence to show that input frequency matches output frequency.

## **frieze, noun**

A long piece of paper often put on classroom walls with pictures or words, e.g. an alphabet frieze has the alphabet written on it with helpful pictures.

## **function, noun**

An analysis of the functions of an utterance would be concerned with its meaning and with the purpose it is being used to achieve.

For example:

*'Don't worry, I go there on Thursday afternoon.'*

In this example the simple present tense (go) is used with the function of definite future arrangement, and the main function of the utterance is probably to reassure somebody that a visit they are suggesting has already been included in an itinerary.

### **Functional approach**

An approach to language teaching which stresses the purpose for which expressions are used. Thus, instead of teaching the structures of English (e.g. the tenses, types of clauses, the passive, etc.) a course based on a functional approach would teach how to express agreement, how to decline an invitation, how to give directions, how to ask for information, etc.

### **functional language**

In CLIL, academic language used by learners in classroom communication to express or understand curricular concepts. Examples include: agreeing or disagreeing; asking questions; clarifying what has been said; comparing and contrasting; demonstrating, describing cause and effect; describing a process; explaining a point of view; evaluating work (self and others), expressing ideas; generalising; giving examples; giving information; hypothesising; instructing; interpreting data; persuading; predicting and justifying predictions; presenting solutions; presenting work; suggesting.

### **functional exponent**

A phrase which is an example of a function and shows the purpose of the speaker, e.g. Let's... . This phrase is one way to make a suggestion. It is an example (or **exponent**) of the function of suggesting. See **function**.

### **functional syllabus**

A syllabus listing which functions and which of their exponents are to be taught.

### **function word**

A word, such as a particle or conjunction, that has a grammatical function in a sentence but has very little meaning when it is not in a

context, e.g. *of* and *but* as in *a matter of life and death* and *not blue but red*.

### **fuss**

A lot of unnecessary worry or excitement about something (e.g. during a **mingling activity**).

## **G**

### **game**

An organized activity that has the following properties: a particular task; a set of rules; competition between players; communication between players by spoken or written language.

### **gap-fill**

An activity in which students fill in the spaces in sentences or texts. This is often used for restricted practice or for testing a specific language point. This is different from a cloze test which can focus on reading ability or general language use. See **cloze test**.

### **gapped text**

A text with blank spaces used for a writing activity.

### **gender**

The set of grammatical groups into which some words are divided in order to show masculine, feminine or neuter, e.g. *cow, bull*, etc., or between personal or impersonal, e.g. *he, she, it* and *who, that* or *which*.

### **general academic language**

Language which is not very common in social intercourse, common in school and academic settings, but not specific to subjects; it is often used across subjects. Examples are the use of passive forms.

### **generalisation/ principle diagram**

Information is organised showing a general statement and supporting examples.

### **generalisations**

Assumptions about patterns of the language made by the learner as a result of his exposure to it. For example, many elementary learners make the false generalisation that the past simple is

always formed by adding –ed to the verb and thus make such errors as *buyed*.

These generalisations are made unconsciously as a result of the brain processing a number of similar utterances.

Making such generalisations is an important part of language learning and is the basis of first language acquisition. The learner revises his generalisations as he receives more ‘information’ from the language he is exposed to and from reactions to the language he uses himself.

### **generate, verb**

To make a lot of people express feelings or opinions about something.

### **generative situation**

A situation or context which naturally produces a number of examples of a particular language item or pattern.

### **genitive**

The form of a noun used to express ‘possession’ as well as other closely related uses, as in *His brother’s exercise book* (possessive), *a girl’s school* (descriptive). Some grammarians restrict genitive to the use of –’s or –s’, but others include the *of*-genitive, as in *the exercise book of my brother*.

### **genre**

Text types which learners meet in the school curriculum and which have specific social purposes, particular overall structures, and specific linguistic features shared by particular cultures. Every genre has a number of characteristics which make it different from other genres. Genre forms include: advertisement, argument, article, autobiography, biography, description, discussion, essay, explanation, instruction, letters, narrative (to deal with problematic or unusual events) notices, persuasion, poem, process, proposal, recount (to retell events, not necessarily in chronological order), report, review, song.

### **Genre approach**

A method of studying content by analysing different text types in terms of vocabulary, grammar, format, etc.

## **Genre-based teaching**

A process approach to writing which helps learners develop an awareness of how lexical and grammatical patterns are organised to express meaning. It enables teachers to identify the kinds of texts learners need to write, to see how texts are related to contexts, to see texts have a social purpose and to encourage the integration of grammar, content, and function. There are several stages in the genre process: a lead-in to activate prior knowledge; modelling the text so learners see the overall structure; joint construction when teachers and learners cooperate to write a text similar to the one modeled – the process of writing and the product are both important; independent writing when learners write their own texts; finally, further examples of the genre are looked at. This process is a cycle.

### **genuine context**

A continuous ‘passage’ of written or spoken language originally used to achieve real communication but subsequently used in the classroom as a source of exposure to language in use for the learners. Many books use the term *authentic material* with this same meaning.

### **gerund, -ing form**

A noun which is made from the present participle form of a verb, e.g. *I hate shopping.*

### **gesture**

A (teacher’s) movement that communicates a feeling or instruction.

### **get-acquainted activities**

Productive communication activities for the learners which do not know each other. Intended to stimulate interaction (‘Circle Chat’, ‘Interview’, ‘Hand-shakers’, ‘Find someone who...’).

### **get students’ attention**

To make students listen to the teacher, possibly after they have been doing group or pair work.

### **gist**

The general understanding. The main idea or message of a text, either spoken or written.

### **global comprehension**

The opposite of **fragmentary comprehension**.

### **global course book**

A course book which is not written for learners from a particular culture or country but which is intended for use by any class of learners in the specified level anywhere in the world.

### **global items**

Another term for an integrative item; the opposite of a **discrete-point item**.

### **global (listening or reading)**

Listening or reading for general understanding of the whole text, as opposed to understanding details.

### **global questions**

Comprehension questions requiring general understanding of the passage as a whole.

### **global tests**

Tests designed to assess learners' overall language ability rather than to assess particular skills.

### **glossary**

An alphabetical list of special vocabulary used for a particular subject.

### **goals**

Aims that a student or teacher may have.

### **grade (language), verb**

To use language that is the correct level for the students and is not too difficult. See **graded reader**.

### **graded reader**

A story book with language that has been made easier for students.

### **grading**

The order in which language items are taught. Systematic grading may reduce the difficulties of language learning by introducing the language in steps or stages.

**grammar**, noun, **grammatical**, adj

1. The study of the ways words are formed (morphology) and how words join together to form sentences (syntax).
2. A book that describes and explains the grammatical facts of a language.

**grammarian**

A person who studies or teaches grammar.

**Grammar-translation method**

A way of teaching in which students study grammar and translate words into their own language. They do not practise communication, and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists, and then students translate a written text from their own language into the second language. See **Communicative approach**.

**grammatical patterns**

These refer to repeated lexical structures that learners can copy in speaking and writing and can be used to help learners identify their own grammar rules.

**grammatical structure**

The arrangement of words into meaningful sentences. A grammatical structure is also a grammatical language item, e.g. present perfect simple.

**grammatical subject**

The word *it* in sentences such as *It is raining*.

**grapheme**

The written symbols for sounds in language; i.e., letters of the alphabet or a character in picture writing (as in Japanese *kange*).

**graphic organiser**

A tool for displaying content visually. Also called a visual organiser.

**grave accent**

The mark ` placed above a vowel, usually 'e', to show how the vowel should be spoken, as in Molière.



## **greeting**

To welcome someone (e.g. learners), often with words, e.g. *Hello, how are you?*

*Hello, class! Good morning, students, etc.*

## **grid, answer grid**

A pattern of straight lines that cross each other to make squares. In testing, students are usually asked to write their answers in the provided **answer grid**.

## **ground rules**

The basic guidelines that we set up at the start of something like an activity or a class which set up an understanding of expected strategies and behaviours, provide clear boundaries and expectations for learners, as well as promoting a democratic classroom culture.

## **group dynamics**

The relationship between members of the class; the way they interact with each other.

## **group profile**

A description of a class which highlights the commonalities and differences of the learners.

## **groupwork**

One of the learner groupings when they work in groups of 3-5 pupils.

## **guessing games**

Provide the students with much-needed practice in formulating questions (e.g. 'Twenty Questions', 'Magic Bag', 'Hide and Seek').

## **guidance**

Help given by a teacher with learning, or with doing a task.

## **guided discovery**

A way of teaching in which teachers provide examples of the target language and then guide the students to work out the language rules for themselves.

### **guided exercises**

Practice exercises in which the learners are told what to do and then are given advice on how to do it. The learners have to make some decisions of their own and to create some of their own expressions. For example:

Write a paragraph saying which town you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time. e.g. I *have been* to Stratford twice. I *went* there during my first weekend in England, and I *went* there again last weekend.

### **guided practice**

Practice which takes place within a framework set up by the teacher. See **cued practice**.

### **guided reading**

Refers to timed reading conducted in class under the control and guidance of the teacher.

### **guided writing**

A piece of writing that students produce after a lot of preparation by the teacher. The teacher may give the students a plan to follow, or ideas for the language to use.

## **H**

### **handout, worksheet**

A piece of paper with exercises, activities or tasks on it that a teacher gives to students for a range of reasons during a class.

### **hardware**

The equipment, usually electrical, found in classrooms (tape recorders, cassette players, CD players, overhead projectors (OHPs), etc.). See **software**.

### **headword**

A word the meaning of which is explained in a **dictionary**. It usually appears in bold at the top of a dictionary entry.

### **heavy duty verb**

A verb that can combine with many different adverbial particles, prepositions or nouns to make a variety of multi-word verbs and

idiomatic expressions, e.g. *be, come, do, get, give, go, have, keep, let, make, pull, put, run, set, take and turn*, as in *be off, come in, do up, get by, give way, go back on one's own*, etc.

### **hesitate, verb**

To pause before or while doing or saying something. Students often hesitate if they are trying to find the correct words to say because they are nervous or need more time to think.

### **highlight**

1. To mark words on paper or on a computer screen using a colour so that they are easier to notice.
2. To focus on something so that students realise it is important, e.g. to highlight a mistake by underlining it.

### **hierarchy**

A series of ordered groupings of things or people in a system.

### **high-stakes test**

A test with important consequences for the test taker. Passing has important benefits, such as a secondary school diploma, a scholarship, or a license to practise a profession. Failing has important disadvantages, such as being forced to take remedial classes until the test can be passed, not being allowed to drive a car, or not being able to find employment.

### **higher-order thinking skills (HOTS)**

Information processing that involves generalization, analysis, synthesis, inference, etc.

### **higher order talk/ questioning**

Questions to encourage analytic, creative, and conceptual thinking (Why? What is the evidence? What more is there to find out? How can it be improved? How can we assess this?).

### **historical present**

Historical present is when a person (learner/teacher) narrates a story from the past using the present simple tense. E.g. *“So yesterday, I go into the convenience store and see my music teacher from primary school! She says...”*

## **home language**

(Main) language used in the home. Sometimes referred to as 'primary' language.

## **homograph**

A word with the same spelling as another but with different meaning and pronunciation, e.g. *tear* (to split) and *tear* (from crying).

## **homonym**

A word with the same spelling or pronunciation as another but with different meaning, e.g. *higher* and *hire*.

## **homophone**

A word which sounds the same as another word but has a different meaning or spelling, e.g. *I knew he had won; I bought a new book.*

## **holistic comprehension**

The opposite of **fragmentary comprehension**.

## **holistic scale**

A holistic scale is a type of rating scale where examiners are asked not to pay too much attention to any one aspect of a candidate's performance, but rather to judge its overall effectiveness. They are asked, for example, to judge general writing ability rather than to make separate judgements about a candidate's organisation, grammar, spelling, etc.

## **horseshoe**

Seating arrangement in the form of a circle with an open end where the board is situated.

## **Humanistic approaches**

Approaches to language teaching which stress the importance of treating the learners as individual human beings and require the teacher to be a sympathetic counsellor/guide/friend rather than an authority and instructor.

## **hybrid**

A word formed by joining together parts from more than one language, e.g. *television* (Greek *tele* meaning 'far' and Latin *visio* meaning 'sight' from *videre* meaning 'to see').

## **hypothesis**

An explanation of an observation.

## **hypothesis formation**

According to this concept, the learner forms hypotheses about the target-language rules and then tests them out. These are internalized rules, which are used in L2 communication.

## **I**

## **IATEFL (International Association of Teachers of English as a Foreign Language)**

International Association of Teachers of English as a Foreign Language is based in the UK with members around the world.

## **icebreaker**

An introductory activity that a teacher uses at the start of a new course so that students can get to know each other.

## **ICT/ IT: (Information, (Communication) Technology)**

The use of computers to enable learners to improve information-processing skills, to explore ideas, to solve problems, to access and investigate the Internet, to develop collaborative learning with students who are in other places, to participate in video conferencing. The subject is referred to as ICT. Skills and the lab are known as IT skills and the IT lab.

## **idiolect**

The individual's language in a given tongue or code (e.g., 'English' for a given American user; 'Spanish' for a Mexican one).

## **idiom**

A group of words that are used together, in which the meaning of the whole word group is different from the meaning of each individual word, e.g. *She felt under the weather means that she felt ill.*

## **IELTS (International English Language Testing System)**

Managed by UCLES, the British Council and IDP Australia for academic and vocational English.

## **IEP (Intensive English Program)**

Refers to an intensive course designed to help non-English speaking students prepare for academic study at a university or college.

## **ignore (errors)**

To choose not to pay attention to something, such as an **error** made by a student. A teacher may do this if they want to help the student with **fluency**, not **accuracy**.

## **illiterate**

Describes a person or people who cannot read or write and, less often, a person who is not educated. See **literate**.

## **illocutionary act**

The purpose(s) for which an utterance is made. Thus in the following example John is performing the illocutionary act of inviting and Mary is performing the illocutionary acts of politely declining and justifying.

*John: 'Would you like to go to the cinema with me tonight?'*

*Mary: 'I'm sorry, I can't. I've got a lot of work to do tonight.'*

## **illustrate meaning**

To show what something means, e.g. *I was nervous when I got on the plane because I hate flying.*

## **ILTLP (Intercultural Language Teaching and Learning in Practice)**

Learning parts of the curriculum through different languages to develop an understanding of one's own culture in relation to other cultures (Australia).

## **immersion**

Programmes where most or all of subject content is taught through a second language (originating and often associated with Canada).

Common to all models of immersion are key factors: intensity, time, and exposure. Immersion programmes are described as early (pre-school or start of education at 5-6), delayed (8-14 years old) or late (14+ and adults).

## **Immersion method**

This simulates the way in which children acquire their mother tongue. The learner is surrounded by the foreign language, with no deliberate or organized teaching program. The learner absorbs the target language naturally without conscious effort.

### **imperative or imperative mood**

The form of a verb that gives an order or instruction, e.g. Turn to Page 10.

### **impression scale**

This is a type of holistic scale which allows examiners to make fairly quick judgements of a candidate's performance.

### **improviser**

A person who is good at thinking of alternative ways of doing things when materials/resources are not available. **Improvisation** is often used as a speaking activity.

### **inclusive learning**

A classroom culture that values and includes all kinds of learners, including those with special educational needs (**SEN**).

### **indefinite article**

The word *a* or *an* (see **determiner**).

### **indefinite pronoun**

A pronoun that refers to a person or thing but not to a particular, named or known example, e.g. *anybody, somebody, no-one, both, many, several, any* or *none*.

### **independent study**

Studying without a teacher present. This can be done at home, in a library, etc.

### **indicative or indicative mood**

The form of a verb used to make a statement; it is the most common verb form, as in *He is standing in front of the class; I'll answer this question.*

### **indirect object**

A noun, pronoun or noun phrase to which the action of the verb in the sentence is indirectly related. It is usually one referring to the person or thing affected by the verb, as in *I gave her the book* or *She gave it a good shake*. See **direct object**.

### **indirect question**

The words someone uses when they are telling someone what

somebody else asked, e.g. *Peter asked Sue what she meant*. An indirect question can also be used when someone wants to ask something in a more polite way, e.g. *'I was wondering if you could help me'* (indirect question) instead of *'Could you help me?'* (direct question). See **direct question**.

### **indirect speech or reported speech**

A style of writing or speaking in which what a person said is reported, e.g. *I wrote that I was willing to help*. See **direct speech**.

### **indirect testing**

The opposite of direct testing. Indirect tests sample a learner's language competence or language knowledge (i.e. mastery of the grammar or other formal parts of the system) rather than its application in the performance of real world language tasks. Most 'language' tests, as opposed to communicative or skills tests, are indirect. Indirect tests lend themselves to **objective** scoring and **discrete-point** items.

### **individual arrangement**

A groupwork activity in which each learner has access to the same information but must perform or deal with a different part of it.

### **individual drill**

In an individual drill, the teacher says a word or sentence, and one student repeats it alone.

### **individual sounds**

The separate sounds of English that make up words.

### **Inductive approach/ learning**

An approach to learning in which students are not first taught the rules of grammar. They work out the rules for themselves by using the language. See **deductive learning**.

### **Example**

*Learners listen to a conversation that includes examples of the use of the third conditional. The teacher checks that the students understand the meaning of its use through checking learners' comprehension of the listening text and only after this focuses on the form, using the examples from the text to elicit rules about the form, its use, and its pronunciation.*



## ***In the classroom***

*Inductive approaches to presenting new language are commonly found in coursebooks and form part of a general strategy to engage learners in what they learn.*

### **infer attitude, feeling, mood**

To decide how a writer or speaker feels about something from the way that they speak or write, rather than from what they actually and openly say or the words they use.

### **infinitive**

The infinitive form is the base form of a verb with 'to'. It is used after another verb, after an adjective or noun, or as the subject or object of a sentence, e.g. *'I want to study'*, *'It's difficult to understand'*.

### **infinitive of purpose**

This is used to express why something is done, e.g. *I went to the lesson to learn English.*

### **inflection**

The change in form of a word which indicates a grammatical change. For example: behave - behaved - behaviour - misbehave.

### **informal assessment, evaluation**

When a teacher decides whether a student is doing well or not, or whether a course is successful or not, but without a test or an official report or grade.

### **information-gap activity**

A classroom speaking activity in which students work in pairs or groups. Students are given a task, but they are given different information and to complete the task they have to find out the missing information from each other.

### **information-processing skills**

Enable learners to

- Find and collect relevant information
- Organise information
- Sort/ classify/ sequence information
- Compare/ contrast information

- Identify and analyse relationships
- Represent or communicate information.

### **Classroom Language**

- *Use of concrete questions to recall information, to check understanding, to revise learning.*

### **Examples:**

*dates, events, places, vocabulary, key ideas, parts of diagram, 5Ws (what, when, where, which, who) and how many?*

### **information transfer**

An **integrative testing** technique which requires learners to transfer information from a verbal to a non verbal/visual form. The transfer can work in both directions. Information transfer items are used particularly in the testing of reading and listening comprehension (e.g. labelling a diagram with information from the text) and for written and spoken composition (e.g. describing a picture or diagram).

### **inhibition**

A feeling of being embarrassed or not confident that makes it difficult to relax and do or say what you want to.

### **input**

The language gained from exposure which is available to the brain for language processing.

### **Input Hypothesis**

Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He stated that learners should be exposed to language which is comprehensible +1, i.e. slightly above the language level they have reached. He believed that learners will be able to understand such language by using the context and their world knowledge and at the same time acquire the new language.

### **instructing**

To order or tell someone to do something, e.g. *Please turn to Page 12 and do Exercise 1.*

## **integrate**

To make someone become a full member of a group or society and be involved completely in its activities.

## **integrated skills**

When more than one language skill is used to complete a task, e.g. listening to a telephone message, writing it down, then speaking to pass the message onto someone else.

## **integrated testing**

Tests which include two or more of the four traditional skills – reading, writing, listening, speaking.

## **integrative testing**

Test items which seek to draw on a wide range of language skills rather than those which test isolated parts of the language (= **discrete point** items). In the past, integrative test items were all **subjective** (e.g. writing a composition, speaking during an interview). More recently **objective** techniques of integrative testing have been developed (e.g. dictation and cloze). N.B. some people prefer to use the term global testing to avoid any confusion between the totally unrelated terms **integrative** testing and **integrative motivation** = motivation to learn a language because you identify or are sympathetic with the target language and its people and culture.

## **intensifier**

A word used to make the meaning of another word stronger, e.g. *He's much taller than his brother; I'm very tired.*

## **intensive listening/reading**

Reading or listening to focus on how language is used in a text. See **extensive reading/listening**.

## **interactant**

One of the participants involved in communication.

## **interaction**, noun, **interact**, verb, **interactive strategies**, **interaction patterns**

The ways in which learners work together in class, such as open class, pairwork, groupwork and individual work. Another term for

focus Interaction is 'two-way communication'. Interactive strategies are the means used, especially in speaking, to keep people involved and interested in what is said, e.g. eye contact, use of gestures, functions such as repeating, asking for clarification.

### **interactional listening**

When the main purpose is to establish a relationship with the speaker(s).

### **interactional tasks**

Tasks which promote communication and interaction. The idea behind this approach is that the primary purpose of speech is the maintenance of social relationships.

### **interactive reading**

A model of reading that integrates bottom-up and top-down techniques.

### **interference**

When the learner's **mother tongue** influences their performance in the **target language**. A learner may make a mistake because they use the same grammatical pattern in the target language as they use in their mother tongue. The **L1** grammatical pattern is not appropriate in **L2**.

### **interjection**

A word or phrase used to express surprise, emotion, etc., as in *Ah, there it is!* *My goodness, look at that!*

### **interlanguage**

Interlanguage is the learner's current version of the language they are learning. Interlanguage changes all the time but can become **fossilised** language when the learners do not have the opportunity to improve.

### **Example**

*A learner who has lived in an English-speaking environment for many years but not attended classes or studied for some time has problems with reported speech and forming tag questions. His interlanguage has become fossilised.*

## ***In the classroom***

*Interlanguage is often heavily influenced by L1 and **interference** from this may make it seem perfectly logical to the learner, although it is incorrect. It is important for teachers to understand this and also to see interlanguage as a series of learning steps.*

### **interlocutor**

Teacher or other trained person with whom a learner or candidate interacts in order to complete a speaking task in an oral test.

### **intermediate student**

At this level a student will have a working vocabulary of between 1500 and 2000 words and should be able to cope easily in most everyday situations. There should be an ability to express needs, thoughts, and feelings in a reasonably clear way.

### **internally justified use**

One of the alternatives of the application stage that involves games and other tasks in which the rules constitute a reason for communication.

### **internal sight lexicon**

An individual's internal 'dictionary' of spellings they remember by sight.

### **interrogative**

The interrogative is used to ask questions seeking information and for such other functions as replying to criticism (Have I ever let you down?), expressing annoyance (Haven't you finished yet?), and expressing regret (Why didn't I listen to him?). The form of the interrogative is usually Auxiliary verb + Subject + Verb?

e.g.	Has	he	gone?
	Did	Mary	finish?
	Are	they	coming?
	Why did	you	do it?

### **interview**

A directed conversation between an investigator and an individual or group of individuals in order to gather information.

## **intonation**

The rise and fall of the voice used to indicate the function(s) of an utterance. For example , 'A drink', said with the voice falling at the end could be the answer to a question; whereas, if it was said with the voice rising at the end it could be an invitation.

## **intransitive verb**

A verb that cannot be used with a direct object, as in *I smiled when I read it.* See **transitive verb**.

## **introduction**

The first stage of the focused cycle (PPP) which consists of orientation, review, and motivation.

## **introductory activity**

An activity which takes place at the beginning of a lesson. Introductory activities often include **warmers** and **lead-ins**.

## **IPA**

The International Phonetic Alphabet (IPA) is a way to transcribe sounds of a language. It is especially used with languages that are spoken in a different way to their spelling, like English. For example, see how the IPA transcribes the 'ough' sound in these words: through /θru:/, rough /rʌf/, though /ðəʊ/.

## **irregular verb**

An irregular verb does not follow the same rule as **regular verbs**. Each irregular verb has its own way of forming the past simple and past participle, e.g. *go -> went* (past simple) -> *gone* (past participle).

## **item**

1. A piece of language, e.g. a vocabulary or a grammar item.
2. The parts of a test to which a student has to respond.

## **J**

### **JALT**

Japanese Association for Language Teaching.

### **JET**

Japanese Exchange and Teaching Program.

### **jigsaw listening/reading**

A text which is divided into two or more parts. Students have to listen to or read their part, then share their information with other students in order to complete the task. In this way, the text is made into an **information-gap activity**.

### **journal**

A written diary (e.g. Reflection Journal).

### **jumbled paragraphs, pictures, sentences**

A text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are in the wrong order. The students have to put the text or pictures into the correct order.

### **jungle path**

A lesson type based around working moment-by-moment with what is happening in the classroom.

### **justify**

To show that there is a good reason for something, especially something that other people think is wrong, or to be a good reason for something.

## **K**

### **key concepts**

Key concepts are the pieces of information about the context that are vital if students are to understand the context and thus the meaning and use of the new language. (e.g. If we are introducing a dialogue in which a visitor to a town is asking for directions from a local resident it will be necessary for the students to understand that: 1. the speaker is a stranger; 2. he or she doesn't know where something is; 3. he or she is talking to someone who lives in the town.)

### **key questions**

The questions that a teacher uses to draw attention to the meaning or use of the structure, or to the main idea of a text.

### **keys: (binary)**

Based on splitting information into two parts. A progressive series of questions, each of which has only two possible answers.

### **key words, specialist vocabulary**

Words used for denoting concepts in specific curriculum subjects. See also 'content-obligatory' language.

### **kinesthetic feedback**

Feedback we receive which comes from the movement or position of the muscles, organs, etc. that are used to produce speech or writing.

### **kinesthetic learner**

A learner who learns more easily by physically doing things. This type of learner likes to move around or move objects while learning.

### **King's English, the or the Queen's English**

The form of English used by educated people in the south of England. Until recently, this was regarded as the only correct or standard form, but regional usages and accents are now accepted as valid.

## **L**

### **label, verb+ noun**

1. To write information about something on a piece of paper. You can then see the information when you look at the thing, picture, etc.
2. To match the name of an object to the object. Students are often asked to label pictures of objects with the correct name.

### **LAD (Language Acquisition Device)**

A term coined by Noam Chomsky to explain an innate psychological capacity for language acquisition.

### **L1**

L1 is the learner's mother tongue or first language, e.g. English for an Englishman.

### **L2**

L2 is the learner's second or other language, e.g. English for a Frenchman.

### **LAC**

Languages Across the Curriculum refers to the study and use of languages throughout the curriculum. Its purpose is to prepare



students for the cross-cultural and multilingual demands of a global society. LAC is appropriate at all levels of education.

### **language acquisition**

‘Picking up’ a language; not learning it consciously but being exposed to it in natural situations (e.g. as a child learns their first language). Often contrasted with language learning, which involves a conscious knowledge of the language (e.g. grammatical rules).

### **language awareness**

Understanding the rules of how language works.

### **language “chunks”**

Short phrases learned as a unit (e.g. *thank you very much*); patterned language acquired through redundant use, such as refrains and repetitive phrases in stories.

### **language data**

Instances of language use which are used to provide information about how the language is used. Thus a corpus can be said to consist of language data.

### **language demands**

The language abilities which a learner needs in order to be able to use the language for learning in a given subject, subject lesson or using a given subject textbook. Lessons, subjects, textbooks, information technology therefore make language demands on learners. Learners need to fulfil those language demands (possess the requisite language abilities) in order to learn the respective subject concepts.

### **language demands analysis**

The analysis which a subject (or language) teacher makes of the language demands which a given subject lesson or textbook, etc. will make on a class. Part of lesson planning in CLIL. On the basis of this analysis a teacher can decide where in a given lesson a learner will need language support.

### **language input**

The language that someone hears spoken or sees written down.

### **language laboratory**

A room where learners can listen to and respond to spoken language on tape. Each learner has his or her own tape recorder and earphones and works at his or her own speed.

### **language needs**

The language needs which specific learners in any group have with respect to a given subject, lesson, textbook or website. A subject lesson therefore makes language demands on a whole class; whereas individuals in the class have individual language needs with respect to those demands.

### **language practice**

Activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity. The purpose for language production and the language to be produced are usually predetermined by the task of the teacher. The intention is not to use the language for communication but to strengthen, through successful repetition, the ability to manipulate a particular language form or function. Thus getting all the students in a class who already know each other to repeatedly ask each other their names would be a practice activity.

### **language proficiency**

The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

### **language shock**

The fear of making errors when using a foreign language. Some learners are so afraid of being humiliated that they are reluctant to use the language at all. Such learners need confidence rather than correction. Role-play, simulation, and other communication activities can help by focusing their attention on content and communication rather than expression.

### **language showers**

Regular, short, continuous exposure to CLIL delivered in the target language for 15 or 30 minutes several times a week. They are associated with Primary schools and usually taught in one subject area.

## **language skills**

There are four language skills: listening, speaking, reading, writing. Listening and reading are receptive skills; speaking and writing, productive skills.

## **language support**

The provision of forms of support in a given lesson in order to help learners meet the language demands of the lesson. Language support may take several forms: e.g. the use of task types for supporting listening, speaking, reading and writing within the subject; the use of visuals; the use of a highly comprehensible teacher talking style; the use of L1 by teachers and learners, the use of varied forms of interaction.

## **language system**

There are four language systems: grammar, lexis (vocabulary), phonology, function.

## **language use**

Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined, but the language used is determined by the learners. Thus, getting a new class of learners to walk round and introduce themselves to each other would be a language use activity, and so would be getting them to complete a story.

## **language variety**

Variations of a language used by particular groups of people, includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features and so forth; may also vary by social group (sociolect) or idiosyncratically for a particular individual (idiolect).

## **layout**

The way in which parts of a text are organised and presented on a page. Certain texts have special layouts, e.g. letters and newspaper articles.

## **LCCIEB (London Chamber of Commerce and Industry)**

Range of business and specialist English examinations.

**lead-in**, noun, **lead in**, verb

The activity or activities used to prepare students to work on a text or main task. A lead-in often includes an introduction to the topic of the text or main task and, possibly, study of some new key language required for the text or main task.

**leaflet, brochure**

A piece of printed paper that gives information or advertises something. This is one example of **realia**.

**learners**

CLIL covers primary, secondary, and tertiary contexts. Learners, rather than students or pupils, best describe this age range.

**learner autonomy**, noun, **autonomous**, adj

When students do not need a teacher to learn but can set their own aims and organise their own study, they are autonomous and independent. Many activities in coursebooks help students to be more independent by developing learning strategies and learner training.

**learner-based activity**

An activity in which learners supply personally relevant information (e.g. their hobbies) or help create materials.

**learner-centred approaches**

Approaches to language teaching based on the needs and interests of the learners rather than on a fixed syllabus or coursebook and the dictates of a teacher. Such approaches would ideally involve the learners in decisions about what and how they learn and would require the teacher to be an organiser and guide rather than an instructor.

**learner characteristics**

The typical things about a learner or learners that influence their learning, e.g. age, L1, past learning experience, **learning style**.

**learners' feedback**

The practice of asking the learners for feedback on a lesson, in terms of how enjoyable it was, whether learning outcomes were met, whether the teacher could make improvements, etc.

## **learner independence**

The practice of learners taking on responsibility for their own learning, rather than depending on the teacher.

## **learner profile**

A description of a student, including his/her ability and **needs**.

## **learning**

The process of gaining knowledge about a language as a result of formal instruction by a teacher, conscious effort by the learner, and the practice of selected and specific language items and structures.

## **learning disability**

A disorder found in children of normal intelligence who have difficulties in learning specific skills.

## **learning outcomes**

What teachers intend the majority of learners to achieve by the end of a lesson, unit, module or course (to know..., to understand..., to be able to..., to be aware of...).

## **learning strategies**

These account for how learners accumulate new **L2** rules and how they automate existing ones. They can be conscious or subconscious. These contrast with **communication strategies** and **production strategies**, which account for how the learners use their rule systems, rather than how they acquire them. Learning strategies may include **metacognitive strategies** (e.g. planning for learning, monitoring one's own comprehension and production, evaluating one's performance); **cognitive strategies** (e.g. mental or physical manipulation of the material), or **social/affective strategies** (e.g. interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).

## **learning styles**

The way(s) that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global or holistic or experiential learners) and many

prefer to do something physical whilst experiencing the language (kinesthetic learners).

### **learner training**

The use of activities to help students understand how they learn and help them to become independent learners.

### **lesson plan**

A description or outline of the objectives a teacher has set for a lesson; the activities and procedures the teacher will use to achieve them and the order to be followed; the materials and resources which will be used, etc.

### **lexeme**

The smallest meaningful unit of language. It can be a word or a combination of words, e.g. *book, teacher, at any rate*.

### **lexical chunks**

Phrases or groups of words that can be learned as one lexical item, e.g. *'looking forward to it', 'see you later', 'give me a break'*, etc.

### **lexical item**

An item of vocabulary which has a single element of meaning. It may be a compound or phrase: *bookcase, post office, put up with*. Some single words may initiate several lexical items; e.g. *letter*: a letter of the alphabet / posting a letter.

### **lexical meaning**

A definition of what a word means that is independent of any particular context or grammatical forms. Dictionaries give lexical meanings.

### **lexical set**

A group of words or phrases that are about the same topic, e.g. *weather – storm, to rain, wind, cloudy*, etc.

### **lexis**

Individual words or sets of words, e.g. *homework, study, whiteboard, get dressed, be on time*.

### **linger, verb**

To last for a long time, especially when this is unpleasant or not necessary.

## **lingua franca**

A language which is used in an area to facilitate communication between speakers of different languages. For example, in Vanuatu in the south-west Pacific the 100 000 indigenous inhabitants speak 112 different mother tongues and have to use Bislama (a pidgin combining Melanesian structure with English syntax) as a lingua franca to achieve communication with people from different areas of the country.

## **linguistic**

Connected with language or the study of language.

## **linguistic competence**

A broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.

## **linear syllabus**

A syllabus which is organised and ordered on the principle of adding teaching points to each other one at a time. Most such syllabuses are also progressive syllabuses, i.e. learning the first teaching point helps in learning the second teaching point, which helps in learning the third, etc. (For example 1. Personal pronouns; 2. Present tense of the verb *to be*; 3. Present continuous tense.)

## **listening comprehension**

The process of understanding speech in a foreign language. The study of it focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. Recent approaches to language teaching emphasize the role of listening in building up language competence and suggest that more attention should be paid to it in the initial stage of learning a foreign language.

## **listen/ read for detail**

To read or listen to a text in order to get meaning out of every word.

## **listen/ read for gist**

To read or listen to a text to understand its general meaning or purpose. See **skim**.

### **listen/ read for mood**

To read or listen to a text in order to identify the feelings of the writer or speaker. See **infer attitude/ feeling/ mood**.

### **listening to repeat**

Listening to imitate and memorise.

### **listing**

An activity where pupils are encouraged to produce (orally or in written form) as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand.

### **literal meaning**

The usual meaning and usage of a word or phrase, not a figurative one. The literal meaning of *pig* is an animal; the figurative meaning is 'a greedy person'.

### **literate**

Describes a person or people who can read and write and, less often, a person who has been educated to a high level in a particular subject. See **illiterate**.

### **loan word**

A word adopted from another language, e.g. *le weekend* used in French.

### **lockstep**

The traditional system of class management where the teacher is in control of every interaction, where only one interaction takes place at a time and where everyone is kept together at the same pace.

### **logical line**

A type of lesson that has a clear, logical progression from one item to the next.

### **London Examinations - Edexcel International London Tests of English**

Range of exams graded from basic to proficient.

### **lower order talk/ questioning**

Concrete/ literal questions to check knowledge and comprehension (when/ where/ who/ what?).



## **lower-order thinking skills (LOTS)**

Information processing. Usually involves closed answers.

## **LTCL.Dip.TESOL**

Licentiate Diploma in TESOL. The advanced (post-experience) qualification from Trinity College London.

## **lyrics**

The words of a popular song or a song in a musical.

## **M**

### **macro testing**

Tests which seek to test the application of a wide range of language in combination rather than isolated elements of it (=micro testing). For example, a **micro test** of a vocabulary would test isolated or individual words; a macro test would test the ability to apply a range of vocabulary to a topic or situation, selecting words appropriate in meaning, style, formality and level. Macro tests will be integrative in construction.

### **magnet board**

A magnetic board on to which you can fix pictures or cut-out figures using magnets. It makes it easy to move the objects around. Most whiteboards are magnetic too.

### **main aim**

The **main aim** is the most important aim, e.g. the teacher's **main aim** in a lesson could be to teach the present perfect in the situation of travel.

### **main clause**

A clause used alone as a simple sentence, e.g. *He reads often*, or a clause in a complex sentence that can be used as a simple sentence, as in *When the teacher arrived, the students stopped talking*.

### **main stress**

Sometimes, a word may have two stresses, in which case one syllable takes the **main stress**. In the word *independent*, for example, 'pen' takes the main stress.

### **main verb**

The verb used in the main clause of a complex sentence, e.g. *We laugh so much when she tells jokes.*

### **majority language**

The main language used in the surrounding social environment. This is usually the national language.

### **making associations**

Making links or connections between two or more objects, people, places, etc. to encourage learning.

### **management questions**

Questions which are used to control and organise the class. They have a similar function to commands. Examples include, '*Could you stop talking please?*' '*Can you work in pairs now?*'

### **matching task**

A type of task in which students are asked to pair related things together, for example, match two halves of a sentence or a word with a picture.

### **materials**

Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

### **materials adaptation**

Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.

### **materials evaluation**

The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on

awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.

**maturity**, noun, **mature**, adj

Fully grown or developed. If a learner is mature in attitude, they behave in an adult way. A learner's maturity (physical, emotional, and mental) influences a teacher's approaches and/or decisions.

**maximizer**

An adverb or adverbial phrase that affects the meaning of a sentence by increasing the force of part of it as much as possible, e.g. *entirely*, *altogether*, *most willingly* or *in every way*, as in *I agree entirely*. See **minimizer**.

**meaning-focused tasks**

These tasks focus on communication of meaning. Meaning-focused tasks do not provide practice activities which focus on individual linguistic components as a preliminary to engagement in communicative tasks. According to the meaning-focused approach, *involvement* in communicative tasks is all that is necessary to develop competence in a second language.

**meaningful**

1. Something which shows the meaning of language.
2. Something which has a value for students in the real world.

**meaningful drills**

Practice exercises designed to help the learner repeat a particular pattern or item many times but which, nevertheless, require the learner to make choices relating to the meaning of the sentence he/she produces.

**meaningless drills (also mechanical drills)**

Practice exercises which require no choice and, therefore, are almost impossible for the learner to get wrong. In many cases, the learner produces correct sentences without having any idea what they mean.

**medium of instruction**

Language used as medium for school learning.

**memorable**, adj

Describes something which is easy to remember.

**memorise**, verb

To learn something so that you can remember it later.

**mentor**, noun

The secondary or high school teacher to whom students are assigned in order to be guided and assessed during their observation and teaching practice.

**metalanguage**

The language used to describe language items (e.g. past simple tense) or used in class to give instructions, explain things, etc. Metalanguage needs to be clear and concise and avoid complexity.

**method**

A way of teaching a language which is based on systematic principles and procedures, i.e., which is an application of views on how a language is best taught and learned (e.g. the grammar-translation method, the audiolingual method, the silent way, etc.).

**methodology**

The study of the practices and procedures used in teaching, and the principles and beliefs that underlie them. It includes: the study of the nature of language skills and procedures for teaching them; the study of the preparation of lesson plans, materials, and textbooks for teaching language skills; the evaluation and comparison of language teaching methods and approaches.

**microteaching**

A technique used on teacher training courses: a part of a lesson is taught to a small number of students. A variation of this is 'peer teaching', where the 'students' are often peers of the trainee teacher attending the same course.

**micro testing**

The opposite of **macro testing**.

**mime**, noun + verb

Body movements used to convey meaning without using words.

## **mind map**

A diagram which supposedly represents the brain or the mind: topics are clustered on the page together as they are believed to be collected in the brain.

## **mingling activity (also mingle activity)**

An activity which involves students walking round the classroom talking to other students (*e.g. Find someone who...*).

## **minimal pair**

A 'minimal pair' is a pair of words that almost sound the same, but one individual sound within them is different, for example: *pray* and *play*.

## **minimizer**

An adverb or adverbial phrase that affects the meaning of a sentence by reducing the force of part of it as much as possible, *e.g. scarcely, in the slightest*, as in *I scarcely knew him; She didn't care in the slightest*. See **maximizer**.

## **mirror, verb**

To copy, do or say what someone else does or says.

## **mistakes**

Deviations from the norms of a language caused by such non-linguistic factors as carelessness, tiredness, boredom, excitement, tension, etc.

## **mixed ability, mixed level**

The different levels of language or ability of students studying in the same class.

## **mixed-ability class**

A group of learners whose proficiency levels span a range (high-beginning, low-intermediate, upper-intermediate, etc.)

## **mobile learning**

Using mobile devices such as mobile phones for learning.

## **modal verb**

A *modal verb* is a verb used with other verbs to show ideas such as ability, obligation or possibility. They include *can, must, will, should*, *e.g. I can speak French, but I should study even harder*.

**model**, noun + verb

A clear example of the **target language** for students to write down and save as a record. If a teacher is focusing on the target language of a lesson, they usually choose a **model sentence/structure**, which they write on the board. The teacher often models the language as well, by saying it clearly before **drilling** the students.

**modifications to the test**

Assessment in L1, text change in vocabulary, modification of linguistic complexity, addition of visual support, use of glossaries in L1, use of target language glossary, linguistic modifications of test instructions, additional example items/ tasks.

**modifications to the test procedure**

Extra assessment time, breaks during testing, administration over several sessions, oral instructions in L1, small group administration, use of dictionaries, reading aloud rubrics in target language, answers written directly in test booklet, instructions read aloud and explained.

**modified cloze**

A form of **cloze testing**.

**modifier**

A word or phrase that describes, limits or changes the meaning of another word. We can distinguish between modifiers of nouns, adjectives, adverbs and verbs, e.g. *a very long story; he came too late; suddenly we saw it.*

**monitor**, verb

To watch over students in order to make sure that they are doing what they have been asked to do, and help them if they are having problems.

**monitoring**

The process of assessing the accuracy, appropriateness, and effectiveness of your own utterances. In learning a second language it is very important to achieve the right amount of monitoring. Those learners who under-monitor usually achieve communication without correctness and those who over-monitor

produce very correct utterances but are too worried about making errors to be fluent.

### **monocultural, adj**

Connected to a single culture.

### **monolingual/ multilingual group**

In a monolingual group all the students share the first language. In a multilingual group there are students with different first languages.

### **monolingual dictionary**

This uses only the target language for **headwords**, definitions, examples, etc. See **bilingual dictionary**.

### **monologue**

A long speech made by one person. In ELT, it is the form a learner can express his/her opinion on a certain topic. See **dialogue**.

### **mood**

Categories of verb forms used to show command or request (the imperative mood), to state a fact (the indicative mood) or to show conditions, doubt, etc. (the subjunctive mood), e.g. Come here! *Man is mortal* and *I'd apologize if I were you.*

### **morpheme**

The smallest unit of language that is grammatically significant. Morphemes may be bound; that is, they cannot exist on their own. For example, *er, un, ed, mis*, among others. Or, they can be free, as is *ball* in *football*, a compound noun comprised of such word plus *foot*.

### **morphology**

The branch of linguistics which studies how words change their forms when they change grammatical function, i.e., their inflections *swim - swam - swum - swimming - swimmer; cat - cats; mouse - mice; happy - happier - happily*, among others. See **syntax**.

### **mother tongue**

The very first language that you learn as a baby, which is usually the language spoken to you by your parents. Also called **L1** or first language.

**motivation**, noun, **motivate**, verb

Motivation is the thoughts and feelings which make us want to do something and help us continue doing it.

**motivational**, adj

Something that provides motivation, e.g. competitions in class are usually motivational.

**multicultural**, adj

Connected to more than one culture.

**multilingualism**

Ability to speak more than two languages; proficiency in many languages.

**multi-media materials**

Materials which make use of a number of different media. Often, they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually, such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce.

**multiple choice**

A test item which offers the learner several choices or **options** from which to choose the best answer (= the **key**), while rejecting the incorrect ones (**distractors**). For example:

**stem**      What do we call test items which have only one right answer?

- A**    objective      **key**
- B**    objectionable **distractor**
- C**    subjective      **distractor**

**multi-sensory teaching**

Combines the 3 learning senses (visual, auditory, and kinesthetic) in teaching activities.

**multi-word verb**

Any verb that contains several words, e.g. *go away*, *get down to it* or *run out on her*. Such verbs are also called phrasal, prepositional, and prepositional phrasal verbs.



## **mumbo-jumbo**

Meaningless language, especially because it is too complicated or technical; in other words, it uses obscure and difficult vocabulary.

## **N**

### **NABE (National Association for Bilingual Education)**

An association that represents the interests of bilingual teachers in the USA.

### **narrate, verb**

To tell a story or talk about something that has happened. Teachers often narrate stories to young learners.

### **native language**

Primary or first language spoken by an individual. See **L1**.

### **native speaker**

A person who speaks a language as his first language (i.e. as the language he first learned as a child).

### **Natural approach**

Pioneered by S. Krashen, this approach combines acquisition and learning as a means of facilitating language development in adults.

### **natural order**

The order in which learners naturally learn some items in their first or other languages. Some language items are learnt before others and it can be difficult for teachers to influence this order.

### **NEAS**

National ELT Accreditation Scheme, for course-providers in Australia.

### **needs**

The language, language **skills** or **learning strategies** a student still has to learn, or the conditions they need to help them learn.

### **needs analysis**

Techniques and procedures for obtaining information from and about learners to be used in curriculum development.

## **negative**

A verb form in a sentence used with not, neither, etc. to show denial, refusal, etc., e.g. *I do not like it, She won't tell, will she?*

## **negotiation of content**

Process by which learners reach agreement about what they have heard or read.

## **negotiation of meaning**

The interactional work done by speakers and listeners to ensure that they have a common understanding of the ongoing meanings in a discourse. Commonly used conversational strategies include comprehension checks, confirmation checks, and clarification requests.

## **negotiating**

To have a discussion with someone to reach an agreement, e.g. *If you help me now, I'll help you next week.*

## **neologism**

A newly-coined word or phrase; it can be a new word or an old one given a new meaning.

## **neuro-linguistic programming (NLP)**

The science of verbal and non-verbal language and the effects it has on our emotions when we communicate with others and ourselves.

## **nominate, verb**

To call upon an individual student by name.

## **nonfinite, adj**

A form of a verb or verb phrase that is not finite, e.g. *to laugh, laughing*. It cannot be used with a subject to form a sentence or clause. A nonfinite clause contains a nonfinite form of a verb, as in *Listening to her lecture made me want to read the book myself.*

## **nonrestrictive, adj**

Any part of a sentence that is not grammatically essential to its meaning, as in *Of course, I insisted on the pupil's apology.*

## **nonrestrictive relative clause**

A relative clause that does not identify the person or thing being referred to (but does add information) and can be omitted leaving

the rest of the sentence complete and with its meaning, as in *Dr. Bolitho, who is my colleague, is making a report on Saturday.*

### **nonverbal communication**

Paralinguistic and non linguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations; non linguistic behaviours include gestures, facial expressions, and body language, among others.

### **norm-referenced testing**

The opposite of **criterion-referenced testing**. Tests which compare students with each other. Norm referenced tests **rank** the students (i.e. put them in order from top to bottom) and often award a pass or fail by either allocating a pass mark or comparing each student's performance with the average or **mean**.

### **noticing the gap**

Becoming aware of the difference between your own (or another learner's) performance and that of a native user of the language.

### **notions**

General concepts expressed through language such as temporality, duration, and quantity.

### **Notional approach**

An approach to language teaching which concentrates on teaching the learners how to express different aspects of the main concepts represented by the language (e.g. ways of referring to the future, to quantity, to time, to duration, to space, to quality, etc.)

### **notional syllabus**

A language teaching syllabus which concentrates on teaching points which are ways of expressing different aspects of the main concepts communicated by the language.

e.g. *Quantity*

some	a few
any	a little
all	half

both      a lot  
etc.      etc.

### **noun**

A part of speech. A word used to name or refer to a person, place, thing or idea, e.g. *elephant, girl, grass, school* or *greatness*.

### **novice**

Someone who is just beginning to learn a skill or subject.

### **number**

The grammatical form of a noun, pronoun, verb, etc. used to show how many people, things or ideas are being referred to. This includes singular and plural forms of nouns and pronouns, e.g. *a student-students, he-they*. For most verbs in English number changes in the present tense third person singular, e.g. *He reads*.

### **nursery rhyme**

A short traditional poem or song for pre-school children or primary pupils. They can be counting or spelling rhymes and jingles, skipping rhymes, tongue twisters or verbal games.

## **O**

### **object**

This is a noun or phrase that describes the thing or person that is affected by the action of a verb, e.g. *I saw Mary in the classroom*. See **subject**.

### **objective test**

A test which has a limited, predictable, and definite number of possible answers and, therefore, only requires the marker(s) to follow a marking key.

### **objectives**

Statements of what the learners should be able to do in the language by a certain point.

### ***For example,***

*By the end of the course the learners should be able to note down the main points of a first year university lecture on Economics.*

*By the end of Week Four the learners should be able to order a meal in a restaurant and get what they want without causing problems for the waiter or themselves.*

Ideally, objectives should be measurable and stated in terms of target-language behaviour.

### **observation**

Gathering information together by watching a class in order to describe what is happening. (Contrasted with evaluation).

### **observation activities**

Are those in which a learner observes and records verbal and nonverbal interactions between two or more speakers.

### **observation task**

A specific task to be done while an observer is watching another teacher in class.

### **odd one out**

The one that is different from the others in a group.

### **one-centered activities**

Activities that are structured so that each learner is given individual attention for a limited period of time (a strategy for group dynamics).

### **one-to-one**

A teaching situation which involves only one teacher and one student.

### **onomastic**

of or referring to proper names.

### **onomatopoeia**

The formation of a word with a sound that imitates the action or noise, e.g. *buzz*, *plop*, *hiss*. It is used as a kind of figure of speech in which the choice of words conveys a particular meaning or atmosphere.

### **open class**

When the teacher leads the class in an activity and each student is paying attention to what is happening. When students respond, they do so in front of everyone in the class.

## **open comprehension questions**

A type of task in which students read or listen to a text and answer questions using their own words. They have no pre-scripted reply. Examples include, *How do you know....? Why do you think....? What is the evidence...?*

## **open-ended questions**

Questions that do not require a *yes* or *no* answer.

## **Open Office**

A free office software package available from [www.openoffice.org](http://www.openoffice.org)

## **open pairs**

In open pairs, one pair does a pairwork activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy. See **closed pairs**.

## **opinion gap**

An activity where learners are likely to have different opinions and need to discuss them.

## **optional information exchange task (one-way task)**

A classroom task the completion of which does not depend on all the partners contributing to the interaction. See **required information exchange task**.

## **oracy**

Competence in listening and speaking skills throughout the curriculum.

## **oral test**

A test of speaking ability.

## **orderly rows**

Seating arrangement when the learners sit in rows; imply teachers working with the whole class.

## **organizing activities**

Activities that are based on contrast and analogy. They require learners to discuss and define differences and similarities in order to carry out a task of classification.

## **orientation**

One of the elements of introduction stage which means a process of linking what is to be studied to its potential use in the students' lives and/or to previous learning or experience.

## **orthography**, noun, **orthographic**, adj

1. A form of spelling considered to be correct.
2. The principles used in a particular system of spelling.

## **outline**, noun

A brief account of the main features of a plan, plot, scheme, etc.; it can be produced as a series of notes rather than as a set of complete sentences.

## **ostensive definition**

A way of demonstrating the meaning of a word or group of words by getting the learners to experience the meaning through their senses. For example:

feeling material which is rough,

hearing a scream,

smelling something which is fragrant,

tasting something sour,

seeing a picture of a helicopter.

## **outcome**, noun

Result. This is what the teacher hopes will be the result in terms of learning at the end of the lesson.

## **output**, noun

The learner's output is the language he/she uses himself/herself.

## **over-application of the rule**

When a student uses a grammatical rule too much, making an incorrect word or structure by following a regular pattern, e.g. a student says *There were three girls* (correct plural form) *and two mans*. (incorrect plural form).

## **overgeneralisation**

A generalisation made by the learner which fails to take account of exceptions and which, therefore, covers too large an area of the language. For example,

(a) the overgeneralisation that the verb in the present simple tense is always the same as the infinitive without *to* (e.g. 'He live in London')

(b) the overgeneralisation that the present continuous tense is always used when you want to refer to 'now' (e.g. 'I am seeing a mountain').

## **overhead projector (OHP)**

A piece of equipment that makes images appear on a wall or screen. It can be used in a classroom instead of a whiteboard or blackboard.

## **overhead transparency (OHT)**

The plastic sheet a teacher can write on and use on an **overhead projector (OHP)**.

## **oversimplify, verb, oversimplification, noun**

To attempt to describe, state or analyse something in simple language but to such an extent that the result is an incorrect or distorted version of the original.

## **overwrite**

To use too many elaborate or sophisticated words when shorter sentences and simple vocabulary will do.

## **P**

## **pace**

The speed of the lesson. Teacher can vary the pace in a lesson by planning different activities in order to keep the students' attention.

## **pairwork (open and closed)**

A process in which students work in pairs for practice or discussion. In *open pairwork* two students exchange language across the classroom with the other students listening. In *closed pairwork* students talk privately in two's, with all the students in the class working simultaneously.



## **paradigm**

A systematic arrangement of all the inflected forms of a verb.

## **paradigmatic**

This refers to the vertical choices speakers of a language have in every utterance they make. For example:

1	2		3
She	hates		interrogated.
Mary	dislikes	being	questioned.
My sister	loathes		asked.

The speaker selects the most appropriate item to fill the slots 1, 2, and 3.

## **paragraph**, noun + verb

A paragraph is part of a longer piece of writing such as an essay, which starts on a new line and usually contains a single new idea. When a writer is paragraphing, he/she is creating paragraphs. See **topic sentence**.

## **paragraphia**

The habit of writing a different word or letter from the one intended. It can be caused by a mental disorder or brain injury, but is also the result of having to use the word often in hurried writing so that the error becomes a habitual one.

## **paralinguistic features**

include intonation, sounds like 'er', 'ah' and facial expressions, gestures, all of which can communicate something without actually using words.

## **paraphrase**, noun + verb

To say or write something in a short and clear way, using different words. If a learner is not sure of the exact language he/she needs to use, he/she can paraphrase, i.e. explain their meaning using different language.

## **partial immersion**

Usually 50-60% of curriculum subjects taught in target language (regions of Spain, The Netherlands, and Gaelic in Scotland).

**participation**, noun, **participate**, verb

To take part in something, e.g. a lesson or classroom activity.

**participle (past and present)**

The form of the verb that is used to make tenses or adjectives, e.g. *an interesting film* (present participle); *I haven't seen him today.* (past participle).

**particle**

Any word, usually a short one, that is not a verb, subject or object but is essential to the meaning of a sentence or has an essential grammatical function, e.g. as part of a multi-word verb, as in *make **up** a story.*

**particularizer**

An adverb or adverbial phrase used to show that what is being stated affects a particular example or group but not exclusively, e.g. *especially* or *mainly*, as in *The literature courses are especially relevant to foreign students.*

**part(s) of speech**

A description of the function of a word or a phrase in a sentence, e.g. **noun**, **verb**, **adjective**.

**passive**

Not actively participating in something.

**passive control**

Learners usually have a greater passive control of L2 than active. In other words, they can understand more than they can say or write. Passive control refers to their comprehension, or how much they can understand.

**passive vocabulary**

The vocabulary that students are able to understand compared to that which they are able to use. Contrasted with **active vocabulary**.

**passive voice**

In a **passive** sentence, something is done to or happens to the subject of the verb, e.g. *The tree was hit by the car.* See **active voice**.

## **patterns**

These are a type of formulaic speech. They are unanalyzed units which have open slots. For example: 'Can I have a .....?' See **formulaic speech** and **routines**.

## **pattern practice**

Refers to the learning of a language structure through the repetition of utterances in which the patterns are either identical or have only small and consistent differences (e.g. repetition, transformation, replacement, restatement, completion, expansion, contraction, etc.)

## **pedagogic task**

In pedagogic tasks, learners are required to do things which, it is extremely unlikely, they would be called upon to do outside of the classroom. Completing one half of a dialogue, filling in the blanks in a story, and working out the meaning of ten nonsense words from clues in a text would be examples of pedagogic tasks. See **real-world tasks**.

## **Pedagogy**

The science/art of teaching.

## **peer check**

This is a method of checking answers. Before eliciting feedback from the whole class, the teacher will often tell pupils to check their answers together in pairs or groups. This builds confidence and will mean the teacher gets more response to elicitations.

## **peer feedback**

Feedback given to a student by another student in the class.

## **peer group**

Usually refers to people working or studying at the same level or in the same grouping; one's colleagues or fellow students.

## **peer observation**

The practice of teachers observing each other in the classroom and giving evaluative feedback. The aim is for both parties to learn from each other.

## **peer teaching**

Two or more students helping each other to learn by practising and engaging in communication activities with each other. (E.g. a group of students pretend to be the pupils in a class and one of their colleagues 'teaches' them.)

## **pelmanism**

A learner task where there is a set of matching cards, e.g. a word and a definition. Learners work in groups and take turns turning over two cards and placing them on the table. If they match, they win the cards; if they do not, they put them back in the same place, and the game continues. The winner is the person with the most cards at the end.

## **performance activity**

Is that in which the learner prepares beforehand and delivers a message to a group.

## **performance standards**

Statements that refer to how well students are meeting a content standard; specify the quality and effect of student performance at various levels of competency (benchmarks) in the subject matter; specify how students must demonstrate their knowledge and skills and can show student progress toward meeting a standard.

## **person**

The way a verb or personal pronoun is changed in form according to whether the subject is the person speaking (the first person), the person spoken to (the second person) or the person spoken about (the third person).

## **personalisation**

When learners communicate about themselves or their own lives.

## **Philology**, noun, **philological**, adj, **philologist**, noun

The study of historical and comparative linguistics.

## **phoneme**

An individual speech sound that makes one word different from another. For example, the 'b' and 'f' in *bill* and *fill*.

### **phonemic chart**

A poster or large diagram of the **phonemic symbols**.

### **phonic decoding**

Reading a word by sounding out the separate syllables.

### **phonetics**

1. The study of speech production.
2. The method of writing down a language using symbols to represent each speech sound.

### **phonology**, noun, **phonological**, adj

1. The study of speech sounds in a language.
2. A system of speech sounds.

### **phrasal verb, multi-word verb**

A verb which is made up of more than one word (e.g. a **verb** + **adverb** particle or **preposition**) which has a different meaning from each individual word, e.g. look after – A mother looks after her children.

### **phrase**

A group of words which make sense but do not form a sentence.

### **Picasso dictation**

A dictation in which the learners draw what the teacher describes. This is particularly good for prepositions of place.

### **pictogram**

A drawing of a word which represents that word.

### **picture stories**

Stories that are in pictures instead of words.

### **pidgin English**

A language evolved as a result of contact between two different languages (or language families) to facilitate trade (e.g. Pidgin English in Papua New Guinea), the spreading of religion or ideas (e.g. Pidgin English in Nigeria and Vanuatu) or the carrying out of a particular project (e.g. Pidgin American in Vietnam). Usually, the new language bases its structure on the 'host' language(s) and

its vocabulary on the 'visiting' language, but then very often develops features peculiar to itself.

### **pie chart (diagram)**

A circle divided into sections which show different amounts or frequency.

### **Pitman qualifications**

Range of general ESOL exams, including spoken English and business English.

### **placement tests**

Tests designed to arrange students into groups, usually by establishing their relative language levels so that students of roughly the same level can study together (= **streaming**). Placement tests usually have to be carried out in a hurry and so they tend to be **objective** and '**dirty**'. A **selection test** is a special kind of placement test.

### **planning**

Part of the pre-writing stage in the composing process; it usually requires narrowing (limiting) the topic, writing a general statement about the topic (thesis), deciding what main points of evidence will support the thesis and providing details of support for each point of evidence.

### **play-dough**

Soft coloured clay used by children to make models.

### **plasticine**

Material very like play-dough and also used by children to make models.

### **plenary**

Stage in a lesson when the whole class is taught.

### **plural noun**

A **plural noun** is more than one person, place or thing and can be regular or irregular, e.g. *boys, women*.

### **plurilingual**

Students learn several languages, one or more of which may be

through CLIL (Australia).

### **podcast**

An audio recording available online.

### **portfolio**

A collection of work that a student uses to show what they have done in preparation for a particular course or exam.

### **portfolio assessment**

A presentation of samples of learners' work collected over a period of time which might include written work, illustrations, project materials, etc. It is a record of achievement over time with samples of work chosen to reflect learning outcomes and course content. Teachers and/or peers give feedback; then work is reviewed. Finished work often receives a final grade.

### **possessive 's' and whose**

Ways of showing or asking who something belongs to, e.g. 'Whose book is it?' 'It's Sue's'.

### **possessive adjective**

A possessive adjective shows who something belongs to, e.g. *my*, *our*.

### **post-reading/ listening/ speaking/ writing stage**

The last stage of the reading/listening/speaking/writing lesson usually intended as a logical consequence to it (e.g. post-reading is done after reading).

### **post-reading/ listening/ speaking/ writing task**

A task which encourages learners to use information they gained from the reading/listening/speaking/writing activity they did before.

### **PowerPoint**

A computer programme used for producing presentations.

### **practicality**

One of the criteria by which a test is assessed. Practicality is the extent to which a test is quick and convenient to administer and score. Tests with high practicality usually test large number of students at the same time, in a short time, with little equipment,

are easy and economical to supervise, and are quick and simple to score. They tend, therefore, to be **discrete-point** and **objective** and to test receptive language skills rather than productive ones.

### **practice (controlled/ restricted, less controlled/ freer)**

#### ***Controlled practice, restricted practice***

*When students practise the **target language** in restricted situations in which they have little or no choice of what language they use.*

*The teacher focuses on accurate use of the target language.*

#### ***Less controlled, freer practice***

*When students practise the **target language** more freely, with more choice of what they say and what language they use.*

### **practice teaching**

Opportunities provided for a trainee teacher to gain teaching experience, usually through working with an experienced teacher for a period of time by teaching that teacher's class. It may include micro-teaching, teaching an individual lesson from time to time or regular teaching over a whole term or longer, during which the trainee teacher has direct and individual control over a class. Practice teaching is intended to give trainee teachers experience of classroom teaching, an opportunity to apply the knowledge and skills they have studied in their teacher education programme, and a chance to acquire basic teaching skills.

### **pragmatics**

The study of elements in a language that cannot be separated from its use or those who use it.

### **preassigned dictation**

Learners are given a passage in their textbook to study for a dictation on the following day.

### **précis**

Abstract of a text; the message of a text expressed in a condensed economic form.

### **predicate**

Everything in a sentence that says something about the subject



including the verb, object, etc., as in *The boy stood worried in front of the classroom.*

**prediction**, noun+verb

A skill used to make predictions based on the title, subtitles, and the knowledge of the topic.

**Predictive validity**

The extent to which a test predicts future language performance accurately. Predictive validity can be measured by correlating the results of two tests over a period of time: the first will be an **aptitude** or **placement** test looking forward to the next phase of the language course, and the second will be an **achievement** or **proficiency** test at the end of the course.

**preparatory object**

The pronoun *it* used when the object of a sentence is an infinitive or *that*-clause, as in *I can't do it* and *We made it clear that lateness is unacceptable.*

**preparatory subject**

The pronoun *it* used in the initial position when the subject of a sentence is an infinitive or *that*-clause, as in *It's obvious that you don't understand the rule.*

**preposition**

In grammar, a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.

In the sentences 'We jumped in the lake' and 'She drove slowly down the track', 'in' and 'down' are prepositions.

**pre-reading/ listening task**

A task which helps learners tune into a text before reading (listening to) it, which aids their understanding.

**presentation**

The stage of a lesson when the teacher actively teaches particular language points through demonstration, exemplification, explanation, description, definition, etc.

## **presentation, practice, and production (PPP)**

A way of teaching new language in which the teacher **presents** the language, gets students to practise it in exercises or other **controlled practice** activities, and then asks students to use the same language in a **communicative** way in their practice.

### **pre-teach**, verb

Before introducing a text to students, the teacher teaches new language (vocabulary and/or grammar structures) from the text which they think the students do not know yet.

### **prioritising**

Putting things into order of importance; an important issue in time management for autonomous and independent learning.

### **priority**

Something important that must be done first or needs more attention than anything else.

### **primary source**

A direct and firsthand source of information, such as written records, a conversation with the writer, a taped speech or diary. See **secondary source**.

### **problem solving**

Students work in pairs or groups to find the solution to a problem. Problem-solving activities usually help to develop fluency.

### **procedure**

The detail of what is happening at each stage of the lesson.

### **process**, noun

A series of actions performed in order to do, make or achieve something.

### **Process approach**

The process approach focuses on the means whereby learning occurs. The process is more important than the product. In terms of writing, the important aspect is the way in which a completed text was created. The act of composing evolves through several stages

as writers discover, through the process, what it is that they are trying to say. See **product approach**.

### **process/ cause-effect (diagram)**

Information is organised to show either a cause-effect network which leads to a specific outcome or a sequence of steps leading to a specific product.

### **process-oriented activities**

Writing activities which guide learners through some or all of the stages of the natural process of writing, i.e. thinking about the readers' needs, gathering ideas, planning the writing, writing a first draft, editing, writing a final draft, etc.

### **Process writing**

An approach to writing which looks at writing as a process and includes different stages of writing such as planning, drafting, re-drafting, editing and proofreading.

### **production**

1. The use of language.
2. The section of a lesson or unit requiring the learners to use particular language skills or items. Usually, production comes after presentation and practice of the teaching point; but in some 'modern' approaches production comes first, and then the teacher decides what to present and practise.

### **Product approach**

The product approach focuses on the *end result* of teaching/learning. In terms of writing, there should be something "resulting" from the composition lesson (e.g. letter, essay, story, etc.). This result should be readable, grammatically correct, and obeying discourse conventions relating to main points, supporting details and so on. See **process approach**.

### **production strategies**

These refer to utilization of linguistic knowledge in communication. They do not imply any communication problem (cf., communication strategies), and they operate largely unconsciously. See **communication strategies** and **learning strategies**.

### **product-oriented activities**

Writing activities which give learners practice in producing the final writing product, usually by interacting with it in some way, e.g. a gap-fill.

### **productive skills**

When students produce language. Speaking and writing are productive skills. See **receptive skills**.

### **proficiency**

A student's present level of language ability, particularly his/her ability to apply that language to the real world.

### **proficiency tests**

A forward-looking test which assesses whether a student has the necessary language skills to undertake a task in the future, e.g. studying at an English-medium university or working as a bilingual secretary. Proficiency tests therefore have an ESP flavour and test real-world language. They tend to be **integrative**.

### **profile**

A statement of a student's test results which shows not a single mark or a pass/fail assessment but a series of assessments in various areas of language performance, typically reading, writing, listening and speaking. Many profiles are based on **scales** or **yardsticks**, e.g. P.D. Lomas

reading	writing	listening	speaking
3	2	4	3

### **progress questionnaires**

A learner's diary in which he/she reflects on his/her own progress over a given period of study.

### **progress tests**

Small-scale tests which look back over recent language learning/teaching to assess how effective this has been. Progress tests may be used for the continuous assessment of students, but their main aim is to provide information so that the teacher can

decide whether the class can progress to the next area on the syllabus or the next chapter of the textbook.

### **project work**

An activity which focuses on completing a task on a specific topic. Students often work in groups to create something such as a class magazine. Students sometimes have to do some work by themselves, sometimes outside the classroom.

### **prompt, noun+verb**

To help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue. See **word prompt**.

### **pronoun**

A word that replaces or refers to a noun or noun phrase just mentioned.

- **Demonstrative pronoun**, e.g. *this, that*.
- **Object pronoun**, e.g. *him*.
- **Personal pronoun**, e.g. *I* (subject pronoun), *me* (object pronoun)
- **Possessive pronoun**, e.g. *mine*
- **Reflexive pronoun**, e.g. *myself*
- **Relative pronoun**, e.g. *which*

### **proofread**

To read a text checking to see if there are any mistakes in spelling, grammar, etc.

### **proper noun or proper name**

A proper noun is the name of a person or place, e.g. *Robert, London*.

### **proverb**

A short saying that expresses concisely a general truth or observation about life; it cannot usually be attributed to a particular author having been passed down into the language from oral tradition. In ELT, proverbs are often used as topics for speaking activities, e.g. discussion.

## **psycholinguistics**

The study of the psychology of language including the mental processes of acquiring language and producing speech.

## **punctuation**

The symbols or marks used to organise writing into **clauses**, **phrases**, and sentences to make the meaning clear, e.g. *full stop, capital letter, apostrophe, comma, colon, semicolon, question mark, exclamation mark, inverted commas*, etc.

## **puppet**

A model of a person or animal that a teacher can move by putting their hand inside it, which is often used when teaching young learners.

## **pyramid discussion**

A learner task where learners have to first decide something on their own, then discuss in pairs and come to a decision, then in groups and so on until the whole class has to discuss.

## **Q**

## **quadrants (diagram)**

Four areas divided by two lines to show connections between concepts, e.g. a sound can be in the first quadrant (high and quiet) or in the second quadrant (high and loud).

## **quantifier**

A word or phrase such as '*much*', '*few*' or '*a lot of*' which is used with a noun to show an amount, e.g. *I don't have much time; I have a lot of books.*

## **question**

A question which is addressed to a listener/reader and asks for an expression of fact, opinion, belief, etc.

## **questionnaire**

A set of questions on a topic designed to be answered by a respondent.

## **question tag**

A phrase such as '*isn't it?*' or '*doesn't he?*' that is added to the end of a sentence to make it a question or to check that someone agrees with the statement, e.g. *It's very cold, isn't it?*

## R

### **(to) raise awareness**

To help students understand something that they may not already know. For example, if you teach learning strategies, it can raise students' awareness of how they learn.

### **rank, noun + verb**

A number of things arranged in a line. Put things in a position of hierarchy according to order of importance, success, size, etc.

### **ranking**

Putting items in order.

### **rank ordering**

An activity in which students have to put things into order of importance for a given situation, e.g. they have to decide which four things to take on holiday with them (passport, toothbrush, money, etc.) from a list of ten. This is also known as **prioritising**.

### **rapport, build/establish rapport**

The relationship between the teacher and students. Teachers try to build or establish a good rapport or relationship with their students.

### **rate of acquisition**

The speed at which the learner develops L2 proficiency. This is different to the 'route of acquisition'.

### **rating scale**

A rating scale is most commonly used to mark tests of writing and speaking. This type of scale consists of numbers, letters or other labels (e.g. 'Excellent' or 'Very good'), which may be accompanied by descriptors, statements of the kind of behaviour that each point on the scale refers to.

### **raw score**

Number of correct answers obtained by a learner in a test; from this score the final grade is often calculated.

### **reading**

Perceiving a written text in order to understand its content. This can be done silently (silent reading) or aloud (oral reading). The latter can be done without understanding the text.

## **Reading approach**

A programme or method in which reading comprehension is the main objective. In this approach, the foreign language is generally introduced through short passages written in simple vocabulary and structures; comprehension is taught through translation and grammatical analysis; if the spoken language is taught, it is generally used to reinforce reading and is limited to the oral reading of texts.

## **reading speed**

The speed which a person reads depends on the type of reading material (e.g. fiction or non-fiction); the reader's purpose (e.g. to gain information, to find the main ideas in a passage); the level of comprehension required (e.g. to extract the main ideas or to gain complete understanding); the reader's individual reading skills.

## **realia**

An object that has not been produced for EFL purposes but is being used in the classroom.

## **real use**

One of the alternatives of the application stage; the usage of the language communicatively after studying it.

## **reasoning skills**

Enable learners to

- Give reasons for opinions/ actions
- Infer from observations, facts, experience
- Make conclusions
- Argue or explain a point of view
- Make informed judgments/ decisions from evidence
- Use precise language to explain what they think
- Explain cause and effect

## ***Classroom Language***

- *Use of analytic questions.*

## ***Examples:***

*Why do you think this? Why did they do this? What are the reasons? How can you explain this? What is the evidence?*



**recall**, verb

To remember something. To aid recall, you can use visual aids, to make something memorable.

**recast**, noun+verb

A correction technique which consists in a teacher's repeating in English what a learner has said.

**Received Pronunciation (RP)**

The way of speaking English used by educated native speakers. It was used as a model for phonetic presentation of spoken English, but there is now greater flexibility concerning correct speech.

**receptive skills**

When students do not have to produce language; instead, they read or listen to a text. See **productive skills**.

**record keeping**

Keeping information about, e.g. work done, words learnt, homework marks, units of the book covered, problems, etc.

**recycling**

The frequent repeating of a teaching point (usually focusing on different aspects each time). For example:

Teaching point = Disagreement

Week 1 – (1) *I don't agree* (2) *I don't think I agree with you*

Week 3 – (1) + (2) + (3) *Are you sure?*

Week 5 – (1) + (2) + (3) + (4) *I have doubts about that.*

**redundancy**, noun

Approximately 50 per cent of all items in a spoken English utterance are redundant (i.e. they are not absolutely vital in order to achieve communication). Such redundancy is very important as it helps to ensure that communication takes place even if the participants do not hear and understand everything that is said. For example, the words in italics in this sentence are not at all essential: He then asked the question, 'Where did you put it?'

**redundant**, adj

Vocabulary or information that is not necessary in a text because it repeats other text without adding anything new or

significant. This often refers to the multiple use of synonyms in a passage.

### **reference materials, resources**

The materials which teachers and students can use to check information, e.g. grammar books, dictionaries or CDROMs.

### **reflective journal**

A personal record of a teacher's development, written by the teacher her/himself. It should detail the teacher's feelings as well as evaluate the results of trying out new ideas in the classroom.

### **reflective practice**

The practice of thinking critically about one's own development and making changes where appropriate.

### **reflect on teaching**

To think about a lesson after teaching it.

### **reformulation**, noun, **reformulate**, verb

When a teacher corrects what a student has said by repeating the sentence correctly, but without drawing the students' attention to their mistake. This is usually the way parents 'correct' their young children's language mistakes.

### **register**

The formality or informality of the language used in a particular situation. Formal register or language is used in serious or important situations, e.g. in a job application. Informal register or language is used in relaxed or friendly situations, e.g. with family or friends.

### **regular**

A noun or verb with forms that follow the usual pattern or rules. The regular plural of a noun is formed by adding *-s* or *-es*. A **regular verb** changes its forms by adding *-ed* in the past simple and past participle, e.g. *walk -walked* (past simple).

### **reinforce**, verb

To make a student's understanding of the target language more complete by going over it again. See **consolidate**.

### **relative clause**

A subordinate clause introduced by a relative pronoun (*who, that, which* etc.), as in *The students who were sitting near the front stood up.*

### **reliability**

One of the criteria by which tests are assessed. Reliability refers to the consistency with which a test can be scored – consistency from person to person, time to time, or place to place. **Objective** tests have higher reliability than subjective tests.

### **RELSA (Recognized English Language Schools Association)**

The organization of independent language schools in Ireland.

### **remedial card**

A card designed to help learners to remedy a particular error. Side one of the card contains teaching material and side two practice and testing material. The learner reads the examples, corrections, explanations, etc. on side one and then turns over the card and does the exercises on side two. Remedial cards enable the teacher to provide each learner with remedial work relevant to his or her discovered problems.

### **remote monitoring**

This is a method of monitoring classes where the teacher remains in the background and monitors unobtrusively. The teacher will then give feedback after the task is finished.

### **repetition**

To say something again, often for practice. This is often done in **drills**.

### **rephrase**

To say the same thing again but in a different way, e.g. “Could you tell me where the post-office is?” – “Where’s the post-office?”

### **report, noun+verb**

A learner-prepared performance of the book review, project work, survey, etc.

### **reported statement**

When someone’s words are reported by another person, e.g. *She said she was sorry.* See **indirect question**.

### **reporting verb**

A verb such as *'tell', 'advise', 'suggest'* used in **indirect speech** to report what someone has said, e.g. *Jane advised John to study harder.*

### **requesting, making a (polite) request**

To ask someone politely to do something, e.g. *Please could you open the window?*

### **required information exchange task (two-way task)**

A classroom activity designed so that every member of a group has to contribute if the task is to be completed satisfactorily, e.g. a jigsaw speaking task.

### **resourceful, adj**

Describes a person who can find different ways of doing things or replacements for materials that are not available.

### **response, noun, respond, verb**

A reply or reaction to communication such as a laugh, a smile, saying something. Teachers and students may respond to each other in writing, speech or in the form of a **facial expression**.

### **response partners**

A means of peer feedback. Learners comment on their partner's work according to criteria decided before the work is done.

### **restricted use activities**

In these activities, the language available for the learners to use, hear or read has in some way been restricted (e.g. a written exercise on the present perfect).

### **restrictive, adj**

Describes any part of a sentence that is grammatically essential to its meaning, e.g. *Telephones **that are out of order** are useless.*

### **retention**

The ability to recall or remember things after an interval of time. In FLT, retention of what has been taught (e.g. grammar rules, vocabulary, intonation patterns) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials.

**revision**, noun, **revise**, verb

When a student or teacher looks at language or skills that have already been taught again in order to remember this language better. Teachers often do this in the classroom to help students to prepare for a test.

**revisiting language**

Presenting previously taught language in a different context, using different stimuli or with different media in order to encourage learner production of content and language.

**rhetorical question**

The kind of question made without expecting or needing an answer because it is self-evident, e.g. *Am I expected to mark your late submission because of your illness rather than fail it?*

**rhyme**

1. Words that sound the same, e.g. *hat, cat*.
2. A song or poem with words that sound the same at the end of each line:

*I believe I can fly.*

*I believe I can touch the sky.*

**rhythm**

A regular pattern of **stress** and **syllable** length.

**roleplay**

This is a speaking activity that requires the participants to adopt roles. It very often has role cards and requires preparation for the role. Examples could include a shopkeeper and customer; a debate between business people and environmentalists; a call centre staff member and a member of the public.

**roughly tuned input**

Language which students can more or less understand even though it is above their own productive level.

**routine**

Something which is done regularly, such as a teacher setting writing homework every Friday. Teachers try to develop some **routine**

habits in the classroom, e.g. always asking students to record new words with their meaning and an example sentence.

### **RSA (Royal Society of Arts)**

A body that works with **UCLES** (*see below*).

### **rubric**

1. Written instructions for a task.
2. The instructions for a test and the individual items of that test. Rubrics may be given in English or the mother tongue and are frequently accompanied by an example showing how the item should be answered.

### **rules**

1. Statements about normal language behaviour given to learners by grammar books and teachers in the hope that they will help them to produce correct English.
2. Statements about the norms of a language. For example: 'Some is generally used in affirmative sentences; any is used in interrogative and negative sentences.' Such rules are convenient for describing the language but are rarely absolutely true.

### **run-on text**

A text printed as sentences that follow each other without any breaks to start a new line or paragraph.

## **S**

### **scaffolding**

A term originally used by Bruner to refer to teacher talk that supports pupils in carrying out activities and helps them to solve problems.

Examples include making pupils interested in a task, simplifying the task by breaking it down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal was, pointing out what is important to do or showing other ways of doing tasks, demonstrating an idealised version of the task. The definition of scaffolding also includes support strategies for writing. Examples are the use of substitution tables and writing frames. Scaffolding is applicable to language learning as well as the formation of ideas and task completion.

**scale**, noun

Another term for a **yardstick**.

**scan**, verb

To read a text quickly to pick out specific information.

**schedule**

A programme of classes presented in a tabular form.

**schemata**

The mental picture a person has about a topic based on past experiences.

**scheme of work**

A basic plan of what a teacher will teach for a number of lessons.

**Schema theory**

A theory of language processing based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences.

**schwa**

The name of the most common sound in the English language, pronounced like "uh". It is weak and can be spelt in many ways, e.g. panda, open, doctor, colour. The phonetic symbol for the schwa is /ə/. In connected speech, many syllables change to a schwa, e.g. compare 'for' on its own, with 'It's for you'.

**seating arrangement**

The way the students sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables.

**seating plan**

A plan of where the students should sit in the classroom.

**secondary source**

An indirect source of information such as the research undertaken by another person, a published reference, comment from other writers, etc. See **primary source**.

**second conditional**

The structure of a conditional sentence used to talk about a hypothetical or unlikely situation and the likely result, e.g. *If I*

were you, I would apologise, If you practised more, you would win.

### **second language**

The term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. Thus English is a second language in Nigeria, Sri Lanka, and Singapore. French is a second language in Senegal, Cameroon, and Tahiti. See **foreign language**.

### **second person**

A form of a pronoun or verb used to refer to the person or thing, or people or things, being spoken to, as in You are wrong. See **first** and **third person**.

### **selection test**

A special form of **placement test** in which learners are selected for a particular job or course of study. Success will depend on the number of places or jobs available rather than a student's marks or language performance. **Proficiency tests** are often used as selection tests.

### **self-access centre, learning centre**

A place with learning resources such as books, computers, cassettes (CD's) where students can study by themselves.

### **self-access materials**

Materials designed for learners to use independently (i.e., on their own without access to a teacher or a classroom). They are normally used by the learner at home, in a library or in a self-study center.

### **self-assessment, evaluation**

When students decide for themselves if they think their progress or language use is good or not.

### **self-correction**

When students are able to correct language mistakes they have made when asked without help from the teacher or other students.

### **self-esteem**

The feeling that you are as important as other people and that you deserve to be treated well.



## **self rating scale**

This is a scale which contains descriptors usually beginning 'I can...', which indicates differing levels of performance. An example descriptor at a mid point on a scale might be 'I can listen to a radio announcement and understand the gist.' In a self-rating scale it is the student her/himself who decides which scale point suits them best.

## **semantics**

1. The study of the meanings of words and also changes in meanings, or the connection between sentence structure and meanings.
2. The study of signs and symbols and what they stand for.

## **semiliterate, adj**

1. Describes a person who has poor reading and writing skills, or who can read but not write.
2. Describes a person who has not read many books and is poorly educated.

## **sense groups**

When splitting a sentence up into sections to make it easier for learners to repeat, you make the divisions at meaningful points, e.g. *Peter| the captain of our team| scored two goals| in the last football match.*

## **sentence**

A group of words that contains a subject and a finite verb; it can be a statement, question, command or exclamation. Written sentences always begin with a capital letter and end with a full stop, question mark, exclamation mark or quotation marks.

## **sentence builder**

Writing a letter, word or phrase for learners to complete in order to create sentences. This encourages learners to think of alternatives. A technique often used in ICT programs.

## **sentence completion**

A type of task in which students are given parts of a sentence and are asked to complete the sentence, using specific **target language**.

## **sentence stems**

The beginnings of sentences/phrase which can be used as prompts in drills, role plays, etc.

## **sentence stress**

is where different words in a sentence are stressed. In English, these are usually the information-carrying words. In the sentence *It was a lovely evening, and the temperature was perfect*, the **main stress**, when spoken, is probably on the word *perfect*. Stress can therefore be used to show meaning, to emphasise a particular point or feeling.

## **sentence transformation**

A type of task in which students are given a sentence and have to complete a second sentence so that it means the same as the first, e.g.

*It's too cold to play tennis.*

*It \_\_\_\_\_ to play tennis. (enough)*

*It isn't warm enough to play tennis.*

## **sequence** noun + verb

A **sequence** is a series of things, e.g. activities in a lesson. Students can sequence pictures in a story, i.e. put them in order.

## **set**

A group of things that belong together.

## **set a question, task, test**

To give students a task or test to do or a question to answer.

## **set expressions**

Useful phrases that learners remember as a whole, e.g. I've finished. They can use them over and over again for particular situations.

## **set the scene, the context**

To explain or present the **context** of something students will read, hear, talk or write about to make the situation clear for them.

## **short answer**

A short reply made up of a noun or pronoun and an auxiliary verb, as in "*Who would like another sticker?*" "*I would*".

## **silent period**

The time when students who are beginning to learn a first or second language prefer to listen (or read) for some time before producing the language.

## **Silent Way**

A method of language teaching in which the teacher remains as silent as possible and elicits responses from the learners by using charts, rods (coloured blocks of wood), and gestures.

## **simple sentence**

A sentence with one clause, e.g. *He read the text.*

## **simplified texts**

These are texts which have been made simpler so as to make it easier for learners to read them. The usual principles of simplification involve reduction in length of the text, shortening of sentences, omission or replacement of difficult words or structures, omission of qualifying clauses and omission of non-essential detail. It is arguable, however, that such simplification might make the words easier to understand but could make it more difficult for the learners to achieve global understanding of a text which is now dense with important information. It might be more profitable to simplify texts by adding examples, by using repetition and paraphrase, and by increasing redundant information. In other words, by lengthening rather than shortening the text.

## **simulations**

A learner task where learners take part in a mock-up of a situation and act out certain roles.

## **singular**

The form of a word used to refer to one person, place, idea or thing, e.g. *this, child, thought*, etc. See **plural**.

## **situational composition**

An exercise which provides the learners with information about why they are writing and who they are writing to and then requires them to produce a piece of writing designed to achieve the situational purposes specified (e.g. writing a letter to a particular personality asking him/her to attend a particular function at the school).

## **situational presentation**

A way of presenting new language through a simple story or situation. The teacher may use pictures or other aids to help them create the situation.

## **situational syllabus**

An EFL syllabus based on lists of situations the learners are likely to have to use English in (e.g. the Restaurant, the Station, Hotels, the Bank, the Hospital, etc.).

## **Situational teaching**

Approaches to teaching EFL which use the creation of 'real' situations in the classroom (e.g. a doctor examining a patient) in order to exemplify particular aspects of language use and to provide meaningful opportunities for the practice and use of language items.

## **skill, subskill**

The four language skills are listening, speaking, reading and writing. Each skill can be divided into smaller **subskills** that are all part of the main skill, e.g. identifying text organisation (reading); identifying **word stress** (listening).

## **skim, verb**

To read a text quickly to get a general idea of what it is about.

## **skimming speed**

The fastest speed (800 words per minute) is used when high comprehension is not required.

## **SLA**

This is an abbreviation for Second Language Acquisition and is normally used to refer to research and theory related to the learning of second and foreign languages.

## **slip, noun**

When a student makes a language mistake that they are able to correct themselves without help from the teacher. See **error**.

## **small-scale, adj**

Not very big.

## **social network**

A type of website which allows groups of people to communicate, such as Facebook and Twitter.

## **sociolinguistics**

The study of language in its social context, for example the influence of social factors such as class, rural or urban settings, age, etc.

## **software**

Books, papers, and additional materials like games, magazine pictures, homework/classwork sheets and supplementary reading materials. See **hardware**.

## **song**

A lyric poem set to music. Some are written as poems and the music is composed for them later, others have been written to be sung. In ELT, a song is often used as an entertainment activity during a relaxation period.

## **specification, noun, to specify (aims), verb**

A clear and exact description of what the teacher wants students to learn. Aims are specified at the beginning of a lesson plan.

## **specific learning difficulties**

An umbrella term given to a number of conditions that affect a person's ability to learn.

## **speculating**

To guess something, e.g. *I think it might be an easy test.*

## **speech act**

Doing something through language (e.g. getting something repaired, getting help, arranging a meeting).

## **speech and thought bubbles**

Shapes used to indicate the use of direct speech or thoughts.

## **spidergram**

A way of organizing vocabulary or ideas. The central theme/word is in a circle which has several 'legs' extending from it and ending in related words/phrases.

**spontaneously**, adv

Speaking or writing naturally and freely without planning and without being asked.

**stage/ step**

A section of a lesson. Lessons work through different stages such as lead-in, presentation, controlled practice, etc.

**staging a lesson**

Organizing the different parts of a lesson so that they follow on logically and smoothly to make an effective whole.

**standard**, adj

Describes the form of grammar, spelling or structure used by most educated speakers and generally accepted as the correct form.

**statement**

Any sentence that affirms or denies something, e.g. *You're clever* or *He's not right*.

**stem**

The form of a word without any inflections or affixes, e.g. the stem of *learning* is *learn* and the stem of *unhelpful* is *help*.

**stimulate (discussion)**

To encourage students to talk about something. This can be done in different ways such as through a text or a picture.

**stimulus**

The cue or signal which releases a bit of behaviour or a habit. A stimulus may be verbal, visual or presented through any of other senses.

**storyboard (diagram)**

A support frame for learners to plan and write a draft outline of events in a story or to write the final version of a story, sometimes with speech and thought bubbles.

**storybook**

A book of short stories written for young children.

## **strategy**

A plan or method for achieving something, especially over a long period of time.

## **streaming**

Dividing students into groups or streams, usually with each group at approximately the same language level. The opposite of mixed-ability teaching. **Placement tests** are often used for purposes of streaming.

## **stress, noun+verb**

The practice of pronouncing syllables or words in a clear way – they are often louder and pronounced more ‘completely’ than other syllables or words.

## **strong/weak forms**

If the word is unstressed, the **weak form** of vowels may be used, e.g. *I can (/kən/) speak Italian, French, English and Spanish*. The sound /ə/ is called the **schwa**. If a word is important, then the strong form is used, and the pronunciation changes, e.g. *I can (/kæn/) speak a little Spanish in an emergency*.

## **strong/weak verb**

A strong verb has forms using a vowel change, e.g. *bring-brought; swim-swam-swum*. A weak verb has forms using additions, e.g. *-d, -ed or -ied*, as in *loved, opened, carried*.

## **structure (grammatical)**

The way in which the parts of something (e.g. a sentence) are organised or arranged into a whole.

## **Structural approach**

A way of teaching which uses a **syllabus** based on grammatical structures. The order that the language is presented is usually based on how difficult it is thought to be.

## **structural linguistics**

The analytical study of the structure of a language, including grammar, phonology and semantics, and not its historical or comparative features.

## **structural syllabus**

A syllabus based on a list of structure to be taught (e.g. the Present Perfect Tense, Reported Speech, Question Tags).

## **student-centred**

When the students are in the centre of the activities and have the chance to work together and think for themselves. See **teacher-centred**.

## **STT (Student Talking Time)**

The amount of time in a class spent by students talking.

## **study speed**

The first type of speed (200-300 words per minute), the slowest speed used for reading textbooks.

## **style**

1. The particular way an author expresses himself/herself.
2. The type of expression appropriate to particular purposes and situations.

## **stylistics**

The study of language according to how it is used by individuals or social groups in particular situations. It examines choices in vocabulary, syntax, and speech sounds in order to obtain a particular effect.

## **subject**

This is the noun or phrase that goes before the verb in a sentence to show who is doing the action, e.g. *John plays tennis every Saturday*. See **object**.

## **subject-verb agreement**

When the form of the verb matches the person doing the action of the verb, e.g. *I walk, he walks*. If a student writes *I walks, it is wrong because there is no subject-verb agreement*.

## **subject-specific language**

Language which is largely specific to a subject; often contains items which are infrequent (except within the subject) and have a narrow meaning. Examples from Geography are igneous, metamorphic, and sedimentary rocks.



## **subjective test**

A **subjective test** is marked using the examiner's opinion about the quality of the answer. The answer is not simply right or wrong, e.g. marking written stories, compositions, interviews, conversations, story-telling.

## **subjunctive or subjunctive mood**

The form of the verb used to refer to events that ought to happen, or that we hope will happen or want to happen, as in *I would ask for help, if I were you. I wish I were able to write like that! If only she believed in her own ability.*

## **subordinate clause or dependent clause**

A clause that cannot be used by itself as a sentence, as in *When the teacher arrived, the students stopped talking.*

## **subordinating conjunction**

A conjunction that joins a subordinate clause to the main clause in a sentence, e.g. *although, because, when*, as in *I'm much happier now because the exams are over.*

## **subsidiary aim**

A subsidiary aim is the secondary focus of the lesson, less important than the main aim. It could be the language or skills students must be able to use well in order to achieve the main aim of the lesson or a skill or language area which is practised while focusing on the main aim.

## **subskills (of reading or listening)**

Those skills or techniques such as predicting, skimming, scanning, analyzing which make up the general receptive skills of listening and reading.

## **substitution**

A way of avoiding repetition or of abbreviation when speaking or writing, as in *'Can I borrow your pen? I need one to complete the exercise.'*

## **substitution drill**

In a substitution drill, the teacher provides a sentence and a

different word or phrase which the student must use (or substitute) in exactly the same structure.

E.g. Teacher: *I bought a book. Pen.*

Student: *I bought a pen.*

### **substitution table (diagram)**

A table that illustrates the structure of a piece of language without a lot of repetition. It can be used to practise the language orally or in writing.

A diagram showing how phrases and terms can be put together in a formulaic way.

e.g. Geography: Describing locations

X is | situated | in the north / north east.

X is | located |

X is | on the coast.

### **Suggestopedia**

A humanistic teaching method which tries to make the learning as relaxed and comfortable as possible (e.g. armchairs, soft music, pleasant colours, etc.) and to make maximum use of the brain's capacity to combine the conscious and the unconscious for learning.

### **suffix**

A group of letters (an affix) put at the end of a word to make a new word which has a different meaning or becomes a different part of speech, e.g. *-ship* in *leadersship*, *-ly* in *softly* or *-es* in *peaches*. See **prefix**.

**summary**, noun, **summarize**, verb

A short account of the general content of a literary work. A summary contains the main or important points; it leaves out details and does not try to use the style or vocabulary of the original work.

### **summative assessment**

Assessment that comes at the end of a course and evaluates performance without being developmental.

### **summative test**

A summative test is used at the end of a course. See **formative assessment/evaluation**.

### **superlative adjective**

A superlative adjective compares more than two things, e.g. *He is the tallest boy in the class.*

### **supplementary materials**

The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials.

### **survey**

Students find out information from others by asking questions or using questionnaires in order to practise.

### **survival English**

The English needed by overseas visitors to an English-speaking area in order to manage such every day activities as buying goods, ordering meals, cashing cheques, booking accommodation, travelling by public transport, etc.

### **susceptible**

Easily influenced or affected by something.

### **sustained, adj**

Continuous, without interruption, e.g. sustained talk involves saying more than just a few words or phrases.

### **switching**

The ability to move freely between two languages and use them more competently.

### **syllable**

A part of a word that usually contains a single vowel sound, e.g. *pen* = one syllable; *teacher* = two syllables – teach/er; *umbrella* = three syllables – um/bre/lla.

### **syllabus**

A description of the contents of a course and the order in which they are to be taught/learned.

## **syllepsis**

A sentence in which one word, often the verb, is related to two or more other words but has a different meaning with each one, as in *Yesterday I got into trouble and a temper.*

## **syncope**

The omission of a vowel or consonant from the middle of a word, as in *ne'er* for *never*.

**synonym**, noun, **synonymous**, adj

A word that is similar in meaning to another word. *Big* and *large* are synonyms. See **antonym**.

## **synopsis**

A brief summary; it usually contains full sentences rather than a series of notes.

## **syntagmatic**

Relating to the choices a user of a language has to make in order to relate one item in an utterance to the other items already selected. For example:

I spoke to the	Woman.	√
	her.	x
	Mary.	x
	Boys.	√
	Telephone.	x

## **syntax**

1. The rules for the grammatical arrangement of words to make phrases, clauses, and sentences.
2. The study of the ways words form phrases, clauses, and sentences. See **morphology**.

**synthesis**, noun, **synthesise**, verb

1. Combining separate thoughts into a whole; reasoning from the general to the particular or from the simple to complex. Examples: discuss 'what if' situations and create new ideas.
2. To combine different parts to make a new and more complex product.

## **synthetic**

A synthetic approach is one which teaches items one by one and which restricts the learner to those items he has already been taught plus a few new items in each lesson.

## **T**

### **T-S; S-S; PW; GW; WB; I; FDBK**

Common abbreviations used in lesson planning (LP); teacher/student; student/student (or learner); pair work; group work; whiteboard; individual; feedback.

### **table**

Way of showing pieces of information by arranging them in rows and lines across and down a page.

### **taboo word**

1. A word that is unacceptable or forbidden because it is obscene, offensive or vulgar.
2. A learner task where there is a pack of cards and a learner has to define the word on the card without saying the word. The learner who can do the most wins.

### **tag**

A word or short clause added to a sentence, e.g. *Peter is on duty today, isn't he?* See **question**.

### **tale**

A simple story. The term is used more often than 'story' when referring to traditional, fairy or folk tales.

### **tapescript, audio script, transcript**

The written version of the words students hear when doing a listening activity. These can often be found in a teacher's book.

### **target language**

1. The language which is the focus of the lesson or a part of the lesson. It could be grammar, lexis, functions or pronunciation.
2. The language being studied. See **L2**.

## **target language culture**

The traditions and culture of the country whose language is being studied.

## **task**

An activity which students complete which has a definite result. For example, **problem-solving** activities or **information-gap** activities are tasks.

## **Task-based learning (TBL)**

A way of teaching in which the teacher gives students meaningful **tasks** to do. The teacher may ask students to think about the language they have used to do the tasks, but the main focus for students is on the task itself. Project work is task-based.

## **task-oriented work**

Activities where learners are set a clear task to complete, as opposed to a practice activity, where they go on practising until told to stop.

## **task-type**

A set of questions that are all of one kind which are used to assess students, e.g. multiple choice, gap-fill, matching.

## **tautology**

The use in a statement of unnecessary vocabulary, of words that simply repeat what has already been conveyed by another word.

## **taxonomy**

The practice and science of classification.

## **teacher-controlling**

Refers to teaching materials, which do not allow the teacher much freedom of choice in how he or she uses them.

## **teacher-dominated classroom**

Is characterised by the teacher's speaking most of the time.

## **teacher role**

The way a teacher chooses to manage the classroom, e.g. a teacher can choose to take a controlling role, giving directions or

instructions at the front of the class or to take a less controlling role, monitoring students as they work.

### **teacher talk**

Teachers make adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called 'teacher talk'.

### **teacher talking time (TTT)**

The total time in a lesson that a teacher speaks, compared with the total time the students speak.

### **teacher-centred**

When the teacher is in the centre of most stages of the lesson, controlling the lesson from the front of the classroom. See **student-centred**.

### **teacher's book**

A teacher's book accompanies the coursebook and contains teaching ideas, tapescripts, and answers to coursebook activities.

### **teaching aids**

Any materials or resources a teacher uses in the classroom, e.g. **OHP, charts**. See **realia** and **learning resources**.

### **teaching points**

Particular aspects of the language selected by the teacher for presentation to a particular class of learners.

### **teaching space**

The areas in the classroom that can be used for teaching, e.g. the board, the walls, the desks, the open floor.

### **teaching strategy**

The procedure or approach used by a teacher in the classroom, e.g. a teacher may choose to give thinking time to students before they speak.

### **team teaching**

The practice of teachers sharing a lesson together in a classroom, usually in pairs. The teachers plan together, share ideas, and learn

from each other. The learners usually benefit from having more teachers to attend to them in class.

### **technique**

A method of testing, e.g. cloze, multiple-choice, etc.; techniques can be broadly divided into **objective** and **subjective**.

### **TEFL (Teaching English as a Foreign Language)**

A term that refers to teacher training programs in EFL.

### **tense**

A form of the verb that shows whether something happens in the past, present or future, e.g.

- **Past perfect simple and continuous (progressive)** *After I had phoned Mary, I went out (past perfect simple). I had been studying for three hours, so I felt quite tired (past perfect continuous, progressive).*
- **Past simple and past continuous (progressive)** *I was talking (past continuous, progressive) to my friend when the taxi came. (past simple)*
- **Present continuous (progressive) for future** *What are you doing at the weekend?*
- **Present perfect simple and continuous (progressive)** *I have known him for a long time (present perfect simple). I have been studying for three years (present perfect continuous, progressive).*
- **Present simple and continuous (progressive)** *I work at a school (present simple) and I am working in London now (present continuous, progressive).*

### **term**

A word or phrase used for a particular person, thing or idea. Terms are often used to refer to the vocabulary used by a group, profession or subject, e.g. *computer terms, medical terms or technical terms*.

### **terminology, noun, terminological, adj**

The vocabulary used by a particular group, profession or subject, e.g. *literary terminology*.



## **TESL (Teaching English as a Second Language)**

1. National federation of teachers and providers in Canada;
2. A term that refers to teacher training programs in ESL.

## **TESOL (Teaching English to Speakers of Other Languages)**

(1) A term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also refers to the teacher examinations developed by Trinity College London (Cert.TESOL and LTCL.Dip.TESOL); (2) US-based international association of teachers of English as a second or foreign language. There are regional affiliates and many countries have their own affiliated associations.

### **test**

A formal assessment of a student's language.

### **test-teach-test**

A way of teaching new language. The teacher asks students to do a task without giving them any help, to see how well they know a certain piece of language (this is the first *test*). The teacher then presents the new language to the students (*teach*), then asks the students to do another task using the new language correctly (this is the second *test*).

### **text**

Any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from a novel or a play, a passage written to exemplify the use of the past perfect, a recorded telephone conversation, a scripted dialogue or a speech by a politician.

### **text analysis**

The analysis of formal features of text such as cohesion, text structure and so on. The focus is on formal rather than functional analysis, and the analysis generally involves little reference to the extralinguistic context which gave rise to the text.

### **textbook**

A book that has been written for educational purpose and provides

the information needed to complete a course of instruction or to pass an examination.

### **text structure**

The way a text is organised. For example, an essay typically has an introduction, main section, and conclusion.

### **theme**

A particular subject used as the basis of a unit of teaching, e.g. Famous People, Justice, Music, etc.

### **thesaurus**

A dictionary that contains lists of related words such as synonyms and antonyms. The best-known in English is P.M. Roget's *Thesaurus of English Words and Phrases* (1852) that is frequently revised and updated.

### **thesis**

1. A detailed account of a piece of academic research, especially one prepared for the award of a doctorate. See **essay**.
2. An idea or proposition that has yet to be proved.
3. The position taken by a writer or speaker towards a particular problem and supported in a formal essay or speech.

### **third conditional**

The structure of a conditional sentence used to talk about past situations that did not happen, e.g. *If I had known about it, I would have helped you. If you had been listening, you would have heard what I said.*

### **third person**

A **verb** or a **pronoun** which shows that somebody or something is being spoken about, e.g. *He, she, it, they.*

### **time expression**

A word or phrase that indicates a time period, such as *after, by*, e.g. *I will meet you after the lesson.*

### **time line**

A diagram that shows learners the relationship between tense and time. It is often used in language teaching to present the use of a

new tense or to correct learners when they use tenses wrongly. **See tenses.**

### **timing**

The likely time which different activities or stages in a lesson plan should take. When teachers plan lessons, they think about how long each activity will take, and they usually write this in their plan.

### **the 4Cs**

Content, Communication, Cognition, Culture (Used by Do Coyle to describe a CLIL approach) are considered to be a useful guide to define the teaching aims and learning outcomes in CLIL. Culture is also linked to citizenship and to 'Community'.

### **thinking skills**

Used in a teaching approach which emphasises the processes of thinking and learning in a range of contexts. The list of thinking skills in the English National Curriculum is similar to many such lists: information-processing, reasoning, enquiry, creative thinking and evaluation. Fisher, R categorises thinking skills into higher and lower order.

### **time sequence or time-line (diagram)**

Events are reconstructed usually in chronological order.

### **timetable**

The plan of work showing lessons as units and identifying what goes on in each one.

### **TOEFL test (Test of English as a Foreign Language)**

A standardised test of English proficiency administered by the Educational Testing Service and widely used to measure the English language proficiency of foreign students wishing to enter American universities.

### **tone**

The particular quality and pitch of sounds in speech. For example, a rising tone is used when speaking questions in English.

**tongue twister**

A phrase or sentence that is very difficult to say quickly, e.g. *My sister Sheila's short.*

**top-down processing**

The use of background knowledge, knowledge of text structures, etc. to assist in the interpretation of discourse.

**top-down reading**

A psycholinguistic theory about reading based on prediction techniques when learners do not attend to separate letters, rather they match what they already know with the meaning they derive from the text.

**topic**

The subject of a text or lesson.

**topic sentence**

A sentence that gives the main point or subject of a paragraph. This is usually the opening sentence in a paragraph.

**topic umbrella**

A lesson type where a variety of work done is based around a single topic.

**Total Physical Response (TPR)**

A way of teaching in which the teacher presents language items as instructions and the students have to do exactly what the teacher tells them, e.g. *Open the window! Stand up!* This method is very meaningful and good for beginners when they start to learn a new language, as they have a silent period and can make fast progress.

**trait**

A particular quality in someone's character.

**transactional listening**

When the main purpose is to transfer knowledge from the speaker(s).

**transactional tasks**

These tasks are primarily concerned with the transfer of information. See **interactional tasks**.

## **transcript**

1. A recorded or written copy of the text of a drama, speech, debate, etc.
2. A written record of what happens in a classroom.

## **transfer**

The ability to apply an idea or a skill that has been learnt in one context and use it in a different context.

## **transformation drill**

In a transformation drill the teacher says a word or a sentence and the student answers by changing the sentence into a new grammatical structure, e.g.

Teacher: *I bought a pen.*

Student: *I didn't buy a pen.*

Teacher: *I went to the cinema.*

Student: *I didn't go to the cinema.*

## **transition**, noun, **transitive**, adj

The way a teacher makes a link between separate parts of a lesson.

## **trans-languaging**

When more than one language is used in the CLIL classroom.

## **translation**

A text that has been rewritten in a different language. A **close translation** is one in which each element is presented in the translated text. A **free translation** allows for imaginative equivalents that express the ideas and mood of the original but without exact word-for-word translation.

## **tree diagram**

Often used for classifying words, e.g. types of rock – igneous, metamorphic, sedimentary, or for showing organisation relationships, e.g. a family tree.

## **Trinity College London**

Institution that is responsible for the Certificate in TESOL and the Licentiate Diploma in TESOL examinations.

### **true/false questions**

A type of **task** in which students read or listen to a text and decide whether statements are correct (true) or not correct (false).

### **tutorial**

When a teacher talks to a student individually or a small group of students to give **feedback** on their progress in the class.

## **U**

### **UCLES (University of Cambridge Local Examinations Syndicate)**

Syndicate of local examination centers around the world that administer the University of Cambridge ESOL examinations.

### **umlaut**

The mark " placed above a vowel in some languages, especially German, to show that it has a particular sound value. The umlaut was also used in Old English. Now it occurs rarely in English, e.g. in names such as *Brontë*.

### **uncountable noun**

An uncountable noun does not have a plural form, e.g. *information*.

### **unified group activities**

Those which promote cooperation in the group. They require participation of each group member. All information is exchanged orally (a strategy for group dynamics).

### **universal grammar**

A set of general principles that apply to all languages, rather than a set of particular rules.

### **universal hypothesis**

This states that certain universal linguistic properties determine the order in which the rules of a specific language are acquired. Thus, linguistic rather than cognitive factors determine acquisition.

### **University of Cambridge ESOL**

A British-based organization (administered locally by UCLES) responsible for developing a number of important English language

exams (including PET, FCE, CAE) and teacher training programs, including the CELTA, CELTYL, and DELTA examinations.

**unmotivated**, adj

Without motivation; having no motivation.

**unstressed**, adj

A syllable in a word that is not emphasized in speech; in *appeal* the first syllable *a* is unstressed.

**unvoiced sound**

A speech sound made without any vibration, e.g. /k/, /p/. See **voiced sound**.

**usage**

Language performance in artificial practice situations such as drills, exercises, multiple choice tests etc. In such situations the learner is really producing evidence of his knowledge of the language rather than of his ability to use it in situations outside the classroom.

**use**

Language performance in situations which have genuine communicative purposes and are not designed just to practise particular language items or structures. Thus a learner who is having a discussion in a pub or is asking a classmate to lend him a pen is actually using the language.

**used to**

A structure that shows something happened in the past but does not happen now, e.g. *I used to live in London, but now I live in Paris.*

**use of L1**

L1 used by learners or teachers within L2-medium lessons, to overcome short-term problems in L2-medium teaching and learning.

In some CLIL contexts, use of L1 helps learners focus on similarities and differences between the target language and mother tongue. L1 is often used by learners during 'off task' work. Examples include expressing problems, worries, resolving conflict. Learners might use L1 at the start of lessons when teachers activate prior knowledge. Teachers then translate responses.

Occasionally, L1 is used to explain a concept when learners find it difficult to understand in the target language. L1 can also be used in group work and pair work where learners need in-depth discussion of a concept and do not have the L2 skills to do this.

### **utility**

One of the criteria by which a test is assessed. Utility refers to the amount of information that a test supplies to the teacher/tester for the purpose of planning future teaching. Raw scores provide little such information; tests which reveal strengths and weaknesses in particular language areas have high utility.

### **utterance**, noun, **utter**, verb

Any complete unit of language used for communicative purpose. An utterance can be either written or spoken.

Examples: Put the (not an utterance because not complete)

Smoke? (an utterance)

I like roses, don't you ? (an utterance)

I'm going...going there...to London that is ...tomor...on Tuesday (an utterance). The dog bit the man. The man was bitten by the dog. (not an utterance because not used for a communicative purpose).

## **V**

### **vagueness**

When we can't or don't want to be very exact in what we are saying, we can use 'vague' language. It's very common to do this in informal speech.

Common 'vagueness' expressions include:

-stuff: "I left all my stuff in the car."

-things: "Just leave your things on the desk and come with me."

-around/about: "I'll be there around 7:00."

-or so: "Actually she's quite young, 15 or so."

-ish: "She's going to be late, she probably won't be here till six-ish."

### **Validity**

One of the criteria by which tests are assessed. Broadly, validity means the extent to which a test actually tests what it was intended



to test. There are five types of validity – **concurrent**, **construct**, **content**, **face** and **predictive**. Generally, different types of test require different types of validity:

	concurrent	construct	content	face	Predictive
aptitude		•			•
placement	•		•		•
diagnostic			•		•
achievement	•		•		•
proficiency	•		•	•	•

### **variability**

Language learners vary in the use they make of their linguistic knowledge. This can be systematic or unsystematic.

### **variant**

A form of spelling or usage familiar to a particular group, such as American variants of English.

### **variety**, noun, **vary**, verb

To introduce different things such as different types of activities or tasks, language skills, interaction patterns, pacing or timing into a lesson. Good teachers try to include variety in their lesson, so that students stay interested.

### **Venn diagrams**

A way of showing the similarities and differences between two items. The similarities are shown in the overlap between two circles. Differences are written in the parts of the circles which do not overlap.

### **verb**

The word which follows the subject of a sentence and is sometimes described as the ‘action’ word, e.g. *I like cheese; He speaks Italian.*

### **verb pattern**

The form of the words following the verb, e.g. *He advised me to get there early.* (advise + object pronoun + *to* + **base form**).

**verbalize**

To express something in words, especially one's feelings or thoughts, or an opinion or idea.

**verb phrase**

A verb made up of several words, e.g. *would have come*. See **phrasal verb**.

**video clip**

A video that can be used in class.

**visual (aid)**

A picture or a diagram that can help teachers illustrate meaning.

**visual learner**

A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner likes the teacher to write a new word on the board as well as saying it aloud.

**visual organisers/ visual tools/ graphic organisers/ concept maps**

Aids which help learners to understand and remember new information by making thinking visible. They involve writing down or drawing ideas and making connections. They combine language (words and phrases) and symbols and arrows and map knowledge. They include diagrams, tables, columns and webs, and there are several common patterns.

**visualise, visualisation**

To form a mental picture of something. Visualisation can help students to remember new words or can be used for creative storytelling.

**vocabulary**

Words, phrases and expressions, especially when considered as the total number that form a language, or the number or range used by a person, profession, etc.

**voiced sound**

A voiced sound is a way of pronouncing sounds with vibration in the

throat. In English, vowels are usually voiced. Many sounds differ only because they are either voiced, e.g. /b/ or **unvoiced**, e.g. /p/.

### **volume**

How loud a sound is.

### **vowel**

One of the sounds shown by the letters *a, e, i, o, u* and sometimes *y*. See **consonant**.

## **W**

### **wait time**

Teachers wait for several seconds rather than expect an immediate response to their questions.

### **warmer**, noun, **warm up**, verb

An activity that a teacher uses at the beginning of a lesson to give the class more energy.

### **washback effect**

One of the criteria by which tests are assessed. The washback effect is the effect that tests (especially **achievement** and **proficiency** tests) have on learning/teaching. Traditionally, tests (especially multiple-choice tests) have been thought to have a poor or negative washback effect, so changing the school-leaving examination is often the most effective way of reforming language teaching practices, and the washback effect in these cases is positive. Also called the **backwash effect**.

### **washforward effect**

One of the criteria by which tests are assessed. The term was invented jokingly but it aptly captures a positive feature of many tests. It refers to the extent to which a test includes and tests language relevant to the post-language learning situation. Proficiency tests, therefore, should have a good washforward effect.

### **Web 2.0**

The interactive internet, which allows all internet users to participate, rather than just read what is on the net.

## **webbing**

Notes are written in circles: important ideas are in large circles while less important information is in smaller circles. Lines drawn between the circles show relationships between the ideas. (adapted from Marzano, R. and Pickering, D. (2001) *Classroom Instruction that Works*. ASCD, USA).

## **while-listening/reading task**

A task/activity which motivates learners to listen to/read a text.

## **wiki**

A type of website which allows users to create and edit pages easily.

## **Word**

A computer programme used for creating documents such as letters.

## **word-attack**

The process of working out the meaning of unfamiliar words and phrases without looking them up in the dictionary using context clues and structural information (e.g. guessing meaning from context, deriving the meaning of a word from knowledge of suffixes and/or prefixes, etc.).

## **word bank**

List of key words required for learning concepts. Used to pre-teach and to support input.

## **wordbook**

A short book for younger learners that contains words and their meanings. The words need not to be in alphabetical order; for example, they may be grouped thematically.

## **word map**

A way of recording vocabulary on the same topic in a diagram. This is also known as a mind map.

## **word prompt**

When a teacher suggests a word that the student hasn't remembered, e.g.

Student: *I want to ..... in an office*

Teacher: *Work?* Student: *Yes, I want to work in an office.*

A teacher can also use a word prompt to correct a student, e.g.

Student: *He don't like that.*

Teacher: *Grammar.*

Student: *Sorry – he doesn't like that. See prompt.*

### **word stress**

is the pronunciation of a syllable with more force than the surrounding syllables which are said to be unstressed, e.g. *umbrella*.

### **workbook**

A book which contains extra practice activities for learners to work on in their own time. Usually, the book is designed so that learners can write in it, and often there is an answer key provided in the back of the book to give feedback to the learners.

### **work card or worksheet**

A card or sheet of paper containing a task or tasks for a group, pair or individual to complete.

### **work language out**

When students try to understand how and why particular language is used. See **inductive learning**.

### **writing and speaking frames (diagram)**

Forms of guidance for writing and speaking which can give support at word, sentence, and text levels or all three. They are a form of scaffolding, used to encourage the processing and production of spoken and written language. They enable learners to start, connect, and develop ideas for curriculum subjects.

E.g. **Describing a process from a visual:**

The Diagram shows ...

First of all, ...

Then ...

After that ...

Finally, ...

## Y

### **yardstick**

A ladder or scale of language performance on which a number of rungs or levels are identified, each with accompanying **descriptors**. Yardsticks typically have 5, 7 or 9 levels and the descriptors may be brief or full.

### **yearbook**

A book that contains reports (and photographs) of activities that took place during the previous year.

## Z

### **zero article**

An instance in a grammatical construction when there is no definite or indefinite article, e.g. *I like coffee.*

### **zero conditional**

The structure of a conditional sentence used to talk about things that are true, e.g. *If I **read** a lot, my eyes **get** sore.*

### **zero plural**

A noun that has the same form when singular or plural, e.g. sheep, as in *That sheep has two lambs* and *Two sheep have died.*

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