GLOSSARY ON LANGUAGE TEACHING AND LEARNING

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A legfőbb célunk a jelen nyelvpedagógiai szakszójegyzék összeállításánál az volt, hogy segítséget nyújtsunk az angoltanár-szakos főiskolai és egyetemi hallgatóknak a nyelvtanítással és nyelvtanulással kapcsolatos szakszavak értelmezésében. A jegyzék szerkesztésénél elsődleges szempont volt a diákok igényeinek figyelembevétele. Bár vannak angol nyelvű nyelvtanítási és alkalmazott nyelvészeti szakszótárak, azok inkább általános, elméleti jellegűek. Éppen ezért döntöttünk úgy (az angolszakos hallgatókkal folytatott módszertani munka is erre a következtetésre juttatott, illetve éppen ezért készült a jegyzék angol nyelven), hogy a jelen jegyzékhez hasonlóra szükség van. Tudományos igénnyel is készült, ezért csatoltuk a hivatkozási listát a jegyzék végére. Nemcsak tudományos szakszavakat tartalmaz, hanem olyan szókapcsolatokat, fogalmakat is, melyekkel a diákok gyakran találkozhatnak szakmai fórumokon (pl. iskolai módszertani szakcsoportok és munkaközösségek megbeszélésein a pedagógiai gyakorlatuk során), vagy a nyelvtanítással és nyelvtanulással kapcsolatos szakirodalom olvasásakor.

Olyan címszavak is helyet kaptak a jegyzékben, melyek nem közvetlenül kapcsolódnak a nyelvpedagógiához, azonban a mi kárpátaljai kontextusunkban mégis fontos szerepet játszanak (pl. *Acta Academiae Beregsasiensis*). Egyes szavaknál a jobb érthetőség kedvéért feltüntettük a szófajukat is. A jegyzék elején a jelek és rövidítések feloldása található.

Reményeink szerint hasznosnak találják a jegyzéket nemcsak a diákok, hanem a gyakorló pedagógusok is.

Beregszász, 2013. április 15.

Huszti Ilona
nyelvpedagógus

A

Ability grouping

Placing students into groups based solely on their achievement on a test.

Academic (adj.)

Relating to schools, colleges and universities, or connected with studying and thinking.

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 or technical language, and speech registers related to each field of study.

Academic standards

Statements that provide a clear description of the knowledge and skills students should be developing through instruction.

Academy

1. A school or college for special training 2. Society of scholars/artists

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 SLA, since successful learning is more likely when learners succeed in acculturating.

Accuracy

The use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners typically focus on using and producing language correctly. See **fluency**.

Achievement (n.), **achieve** (v.), **achievable** (adj.)

Something reached by effort; something done successfully. Something which is achievable for learners is something they can succeed in. It is the progress made by learners in relation to their past performance.

Achievement test

A test to measure a student's knowledge and skills. See also **test**.

Acquisition (n.), **acquire** (v.)

To learn a language without studying it, just by hearing and/or reading and then using it. This is the way people usually learn their first language. This term is used to describe language being absorbed without conscious effort, i.e. the way children pick up their mother tongue. Language acquisition is often contrasted with language learning. For some researchers, such as Stephen Krashen, 'acquisition' is unconscious and spontaneous, and 'learning' is conscious, developing through formal study.

Acta Academiae Beregsasiensis

The scholarly annual of the Ferenc Rákóczi II. Transcarpathian Hungarian Institute publishing academic articles (theoretical and research papers) in a range of fields from social sciences to natural sciences.

Action rhyme

A classroom activity using a rhyme which learners perform with accompanying actions. See **listen and do/make/draw**.

Activate previous knowledge

To get learners to think about and to say what they know about a topic. Teachers activate learners' previous knowledge when they are preparing learners to read or listen to a text. Research has demonstrated that when learners' previous knowledge is activated, reading and listening comprehension is increased. See **arouse/generate/stimulate interest**.

Active role

When learners think about their own learning and what their own needs are and try to help themselves learn more, they are taking an active role. See **passive role**.

Active vocabulary

The words and phrases which a learner is able to use in speech and writing. It is contrasted with **passive vocabulary**.

Activity book

See **book**.

Activity-based learning

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

Adapt (material)

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

ADHD

Attention-deficit-hyperactivity disorder – this is a condition in which an individual has difficulty sustaining attention, focusing on information, and frequently demonstrates hyperactive behaviour.

Admission

The act of accepting somebody into an institution, the right to join an institution

Admissions Office / Office of Admissions

An office where the **admission** of students is registered

Adult education (also *continuing education*)

Education for adults that is available outside the formal education system, for example at evening classes.

Advanced

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 of more than 3000 words. See **proficiency**

Affective needs

~ are the needs of a learner that relate to expression of his or her feelings and/or emotions. They impact on aspects such as motivation to learn a language, learners' willingness to engage in learning activities etc. These include the need to feel at ease, the need to express one's own ideas and emotions, the need for self-fulfilment, etc.

Aids

Aids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what aids they will need. See also **visual aid**. Aids to teaching include (a) Visual: Blackboard, whiteboard, overhead projector, realia, posters, wall charts, flipcharts, maps, plans, flashcards, word cards, and puppets. (b) Electronic: Tape recorder, TV or video player, computer, CD Rom, language laboratory.

Aim

What the teacher wants to achieve in the lesson or in the course. 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 or develop listening skills. A *stage aim* is the aim or purpose of a stage, step or short section of a lesson, e.g. 'to provide controlled practice of the present perfect or to develop listening for gist'. A *subsidiary aim* is the secondary focus of the lesson, less important than the main aim. It could be the language or skills learners must be able to use 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. A *personal aim* is what the teacher would like to improve in his/her teaching, e.g. 'to reduce the time I spend writing on the whiteboard'.

Alma mater

The school or university that somebody went to

Alphabetic method

A method of teaching children to read. It is used in teaching reading in the mother tongue. Children are taught the names of the letters of the alphabet (A – ay, B – bee, C – see, etc.) and when they see a new or unfamiliar word, e.g., bag, they repeat the letter names: bee ay gee. It is thought that this 'spelling' of the word helps the child to recognize it.

Alternative assessments

Ways other than **standardized test**s to get information about what students know and where they need help, such as oral reports, projects, performances, experiments, and class participation.

Alumna (pl. alumnae)

A former woman student of a school, college, or university

Alumni (pl.)

The former male and female students of a school, college, or university

Alumnus (pl. alumni)

A former male student of a school, college, or university

Analyse (v.)

To examine or think about something in detail in order to understand it or get to know it better, e.g. analyse language: what the form of the structure is and why it is being used in this way in this situation. Teachers also analyse learners' style or performance.

Analysis (n.)

A level of questioning in which students break down something into its component parts

Analytical strategy

Hatch (1974) refers to learners who learn this way as 'rule-formers' See also **gestalt strategy**.

Anticipate (language) problems

When teachers are planning a lesson, they think about what their learners might find difficult about the language or skills in the lesson so that they can help them learn more effectively at certain points in the lesson. They may also think about how learners' previous learning experience may affect their learning in a specific lesson.

Anxiety

~ is one of the affective factors that have been found to affect L2 acquisition. Different types of anxiety have been identified: 1) trait ~ (a characteristic of a learner's personality), 2) state ~ (apprehension that is experienced at a particular moment in response to a definite situation), and 3) situation-specific ~ (the ~ aroused by a particular type of situation). ~ may be both facilitating (i.e. it has a positive effect on L2 ~), or debilitating (i.e. it has a negative effect).

Applicant

A person who makes a formal request for a place at a college or university

Application

A formal (often written) request for a place at a college or university

Application fee

Money paid for **application**.

Application form

A piece of paper on which to apply for something

Applied linguistics

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

Approach

~ is a theory about the nature of language and how languages are learned. It is usually manifested through sets of principles which guide the choice of teaching procedures. Examples are 'the communicative approach' and 'task-based learning'.

Aptitude

The specific ability a learner has for learning a second language. This is separate from intelligence.

Arouse/generate/stimulate interest

To get learners interested in a task or topic. See **activate previous knowledge**.

Art and craft activity

A classroom activity in which learners make something with their hands, such as an **origami** animal or a mini-book. Learners often follow instructions from a teacher or a course book in order to make the item.

Art school

A school where one can study art (painting, etc.)

Arts school

A school where one can study the Humanities (linguistics, history, literature, etc.)

Arts, the

The subjects one can study at school or university which are not scientific, such as languages, history or literature.

Ask for clarification

To ask for an explanation of what a speaker means, e.g. What do you mean?

Assessment (n.), **assess** (v.)

~ is normally used as a general term to refer to various types of testing or evaluation. It is discovering, judging, testing or forming an opinion on learners' ability, proficiency or progress either formally or informally. **Continuous assessment** A type of testing which is different from a final examination. Some or all of the work that learners do during a course is considered by the teacher on a regular basis and contributes to the final grade given to learners. It may also include regular monitoring of classroom performance and contribution. **Diagnostic assessment** A type of testing aimed at identifying – *diagnosing* – aspects of language and skills where learners have weaknesses (or strengths) which subsequently informs the teachers' future lesson planning. See **teacher roles**. **Formal assessment** When a teacher judges learners' work through a **test** and then gives a formal report or grade to learners, to say how successful or unsuccessful they have been. **Formative assessment** When a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning. **Informal assessment** When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by observing learners rather than setting a **test** or writing an official report or giving a grade. **Peer assessment** When learners give feedback on each other's language, work, learning strategies, and performance. **Performance assessment** Typically, this involves observation of classroom performance to assess how well learners express themselves during specific tasks by checking

performance against criteria. Teachers can evaluate if learners achieved the purpose of the task. **Portfolio assessment** This is a type of **formative assessment** and also **continuous assessment**. It consists of a collection of learners' work done over a course or a year which shows evidence of development of their language skills. **Self-assessment** When learners decide for themselves how good they think their progress or language use is. **Summative assessment** A type of assessment done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving feedback on their progress

Assessment chart/Assessment profile

A chart designed by the teacher and used for diagnostic purposes. The chart includes learners' names and assessment criteria. The teacher uses it to monitor and record comments on learners' progress and achievement in English. The comments are based on observation of learners working during class time, and/or on samples of written work done for homework. See **chart, pupil profile chart**.

Assessment criteria

The qualities against which a learner's performance is judged for assessment. For example, assessment criteria for judging learners' writing may be: accuracy of grammar, use of vocabulary, spelling and punctuation, organisation of ideas.

Assessment tools

~ are the means by which **language performance** is measured. They may take several forms such as: • **Test**s: administered in class, during a lesson, or at the end of a fixed time (half a term, a term, a year etc.) or after a unit of work. These may be internally and/or externally set and marked, and mostly sample performance orally and/or in writing. • Examinations: these often take the form of a series of **test**s, frequently have official status, are administered formally and are externally recognised. • Coursework/Diaries/**Logbook**s: these types of assessment take the form of work completed by the learner over a period of time. They may be used formatively to guide learners as an on-going process, or summatively as a final account of what has been explored / learnt / achieved. • Certificates: these may say what level / **grade** has been obtained and often describe the successful performance which has led to the award of the certificate.

Assessor

See **teacher roles**.

Assignment

A task that somebody is given to do as part of their studies

Assistant professor

A teacher at a college or university who has a rank just below the rank of an **associate professor**

Assistant, assistant teacher

A teacher-helper whose duties are to check learners' papers, help other teachers, etc.

Associate professor

A teacher at a college or university who has a rank just below the rank of a **professor**

Assumptions

When teachers think about what they believe their learners will or will not know or how they will behave in a particular lesson. For example, a teacher plans to teach the present simple using the context of jobs and daily routines. The teacher may make the assumption that learners will know basic job vocabulary and so knows s/he will not need to spend time in the lesson presenting these words.

At-risk student

Students may be labelled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

Attention span

How long a learner is able to concentrate at any one time

Attention spread

Attention spread relates to when and how teachers give equal attention to all of the learners in the class. This can involve encouraging quieter learners to participate and ensuring that more enthusiastic learners do not dominate.

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.

Audio script

See **tapescript, transcript**

Audio-lingual method

Developments in the field of psychology had an effect on language teaching as well. Behaviourism had a profound influence on language teaching in the 40s and 50s – the belief that a language is made up of a series of habits (Stimulus/Response Theory). The audio-lingual method sees language as a series of habitual patterns to be reinforced by repetition. The teacher is seen as the drillmaster who ensures the fixing of behavioural patterns. The student is a performer of a set of oral drills. The Audio-lingual Method is also referred to as

'The Army Method', because it was developed through a U.S. Army program called ASTP, standing for 'Army Specialized Training Program'. In this method, oral interaction was emphasized in pattern drills, and conversation practices. 1. New material is presented in dialogue form. 2. There is dependence on mimicry, memorization of set phrases, and overlearning. 3. Structures are sequenced by means of contrastive analysis taught one at a time. 4. Structural patterns are taught using repetitive drills. 5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation. 6. Vocabulary is strictly limited to pronunciation. 7. There is much use of tapes, language labs, and **visual aid**s. 8. Great importance is attached to pronunciation. 9. Success responses are immediately reinforced. 10. Very little use of the mother tongue by teacher is permitted. 11. There is great effort to get the students to produce error free utterances. 12. There is a tendency to manipulate language and disregard content. The 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 **drill**s.

Audio-visual aid

An audio or visual device used by a teacher to help learning. For example, pictures, charts and flashcards are visual aids; radios, records, CDs, MP3-players are auditory aids. Film, television and video are ~s.

Auditory learner

See **learning style**.

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 material

Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, etc. The language in the texts is not adapted or made easier for learners or the language learning process. This is unscripted material or that which has not been specially written for classroom use, though it may have been edited. Examples include newspaper texts and TV broadcasts.

Authentic task (or real world task)

A task which involves learners in using 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. See *pedagogic task*.

Authentic text

A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy tale are examples of authentic texts. A story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be authentic texts. See **simplified texts; text**.

Autonomy, **autonomous**

See **learner autonomy**.

Awareness

See **language awareness** and **raise awareness**.

B

Bachelor's degree

In general, the first degree awarded to students who successfully complete an undergraduate degree course at a university or other higher education institution normally lasting for three or four years.

Back-channeling

When a listener signals understanding, surprise, agreement, etc. to a speaker as the speaker is speaking.

Backwash effect (in testing)

The effect of a **test** on teaching. In some countries, national language examinations have a major impact on teaching and teachers often 'teach to the tests'. In order to bring about changes in teaching, changes in the tests may have to be made. For example, if the education department in a country wanted schools to spend more time teaching listening skills, one way to bring this about would be to introduce a listening test into state examinations. The ~ would be that teachers would then spend more time teaching listening skills.

Basic

See **proficiency**

Basic Interpersonal Communication Skills (BICS)

Cummins (1981) uses the term ~ to refer to the kind of L2 proficiency that learners require in order to engage effectively in face-to-face interaction. BICS involve the mastery of context-embedded uses of language in communicative tasks that are relatively undemanding.

Basic skills

The skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics.

BC

British Council

Behaviourist Learning Theory / behaviourism

This a general theory of learning, developed by B. F. Skinner. It sees learning as the formation of habits. These are formed when the learner is confronted with specific stimuli which lead to responses, which are, in turn, reinforced by rewards or corrected. Environmental factors (input, teacher, classroom, etc.) are seen as more important than the student's mental, internal factors.

Biculturalism

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

Bilingual

An individual's ability to speak his or her native language as well as an additional language fluently

Bilingual dictionary

See **dictionary**.

Bilingual education

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. The goal is for the child to gain knowledge and be literate in two languages.

Bilingualism

~ refers to the use of two languages by an individual or a speech community. There are various types of ~. In the case of additive ~, a speaker adds a second language without any loss of competence to the first language. This can lead to balanced ~. In the case of subtractive ~, the addition of a second language leads to gradual erosion of competence in the first language. Simply put, ~ means being able to communicate effectively in two or more languages, with more or less the same degree of proficiency.

Blended learning

Learning which involves a combination of e-learning and face-to-face learning.

Block scheduling

Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more during a class session. It also allows for teamwork across subject areas in some schools. For example, a math and science teacher may teach a physics lesson that includes both math and physics concepts. ~ means longer academic periods (primarily at the high school level) that allow students to pursue a subject in more depth. Periods may range from 70 to 140 minutes in length.

Blogroll

A list of links to blogs

Board game

A game played by two or more players on a board using *dice*. Players throw the dice and move around squares on the board. By writing different instructions in the squares, teachers

can use board games for controlled language practice or oral **fluency**, e.g. when a learner lands on a square, they say a daily routine using the present simple.

Boarding school

A school where children can live during the **term/semester**

Bodily-kinaesthetic intelligence

This intelligence focuses on physical activities; eye/hand coordination; and the ability to move around through dance, plays, or role-playing activities.

Body language

The gestures and mannerisms by which a person communicates with others

Book

An **activity book** or **workbook** contains extra practice activities and is often used for homework. It usually accompanies a **coursebook**. A **coursebook** or **textbook** is used regularly by learners in the class. It generally contains grammar, vocabulary and skills work and follows a syllabus. A **coursebook unit** is a chapter of a coursebook. A **teacher's book** accompanies the coursebook, and contains teaching ideas, **audio scripts** and answers to coursebook activities.

Brainstorm (v.)

To think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking activity.

Brainstorming

Generating lots of ideas from many individuals

Brochure

See **leaflet**, **realia.**

Bursary (BrE)

An amount of money that is given to somebody so that they can study usually at a college or university, synonyms: scholarship, grant.

C

CALL (Computer Assisted Language Learning)

An approach to language teaching and learning which uses computer technology

Call-word

See **drill.**

Campus

The buildings of a university or college and the land around them

Caretaker talk

When adults (or older children) address young children, they typically modify their speech. These modifications are both formal (e.g. the use of higher pitch or simple noun phrases) and interactional (e.g. the use of expansions).

Case study

An intensive study of an aspect of behaviour, either at one period in time, or over a long period of time, e.g. the language development of a child over one year. The ~ method provides an opportunity to collect detailed information which may not be observable using other research techniques (compare **cross-sectional method**), and is usually based on the assumption that the information gathered on a particular individual, group, community, etc. will also be true of the other individuals, groups or communities.

Categorisation (n.), **categorise** (v.), **category** (n.)

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

CBT

Computer Based Testing

CD-ROM

A computer disc of digitized sounds, activities, and/or pictures

CEFR

Acronym for *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Written by a team of international experts grouped as co-authors under the title Council for Cultural Cooperation Education Committee, Modern Languages Division, Strasbourg. Editions exist in a range of European languages. The publication seeks to analyse and describe in a comprehensive way language teaching and learning, language use and language performance in all possible contexts. It also explores in detail a wide range of types of assessment (scales, levels, performance indicators, etc).

Certificate / diploma

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.

Chair

The position of being in charge of a department at a university

Chancellor

The official head of a university in Britain. It is an honorary title.

Chant (n., v.)

To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm.

Chart

Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to refer to. Common examples are lists of irregular verb forms or drawings illustrating the meanings of prepositions.

Chat

Real-time communication over the Internet

Cheat (at examinations)

To act in a dishonest way in order to gain an advantage, like at exams

Checking understanding

See **concept questions**, **concept checking**.

Checklist

A list of things that a learner or teacher needs to focus on or consider. Examples could include **assessment** checklist, **resources** checklist, and lesson planning checklist.

Choral drill

See **drill**.

Choral repetition / chorus repetition

When a teacher asks a whole group of class of students to repeat an example together, this is called ~.

Clarify (v.), **clarification** (n.)

1. To make clear what you mean. 2. **Clarify language**. When teachers focus on form, meaning and pronunciation to help learners understand the use and rules of target language. See **ask for clarification**.

Class

1. A group of students who are taught together 2. An occasion when a group of students meets to be taught. Synonym: **lesson**. 3. A series of classes on a particular subject. Synonym: **course**.

Class blog

A blog in which a group of students participate

Class/learner profile

A description of the learners and information related to their learning, including their age, ability, strengths and weaknesses in language and skills.

Classroom interaction

The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms.

Classroom management

~ is the teacher's organisation of a group of learners to establish appropriate modes of conduct, grouping arrangements, and strategies for effective learning in the classroom. It implies the different strategies teachers use to gain and retain a class's attention, keep order, and allow learner contributions in an orderly way. It includes planning and managing class activities and the transitions between them, beginnings and endings of lessons as well as organising solo, pair, group and whole class work. Successful classroom management involves the efficient use of materials, resources (hardware and software etc) and the effective use of classroom space. In short, ~ means the strategies used by a teacher to organise the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.

CLIL

Acronym for Content and Language Integrated Learning. It is the term for any subject that is taught through the medium of a language other than the mother tongue, e.g. History through English, Mathematics through Ukrainian, etc. In other words, it is 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.

Clip/DVD clip/video clip

Part of a video or DVD that can be used in class.

Closed campus

This usually indicates that the school has one point of entry and a sign-in procedure as safety measures. It also refers to a high school that does not allow students to leave the campus for lunch or does not allow students to come and go without permission during the school day.

Closed pairs

See **pairs**.

Closed question

A question which leads to a yes/no answer or another very short response, e.g. Did you come to school by bus? Yes. What did you have for breakfast? Toast. See **open question**.

Closure

The final instructional activity in a lesson plan

Cloze procedure

An exercise where every fifth word (or sixth or seventh, etc.) is deleted from a text. The interval between the deleted words should remain the same throughout the text. The student then supplies the missing words, often relying on contextualization for help.

Cloze test

A task-type in which learners read a text with missing words and try to work out what the missing words are. 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. It is different from a gap-fill activity, which can focus on practising or testing a specific language point. See **gap-fill**.

Clue

A piece of information that helps someone to find the answer to a problem, e.g. a teacher could give the first letter of a word she is trying to elicit as a clue to learners to help them find the word.

Code-switching

~ is one kind of intra-speaker variation. It occurs when a speaker changes from one variety or language to another variety or language in accordance with situational or purely personal factors.

Cognitive (processes)

The mental processes involved in thinking, understanding and learning.

Cognitive Academic Language Proficiency (CALP)

Cummins (1981) uses the term ~ to refer to the kind of L2 proficiency required to engage effectively in academic study. In particular, CALP involves the ability to communicate

messages that are precise and explicit in tasks that are context-reduced and cognitively demanding.

Cognitive needs

~ are the needs of learners to employ processes and strategies such as reflection, problem solving, interpretation etc. in order to gain knowledge, develop competences or fulfil a task. These needs may impact on how learners engage with materials and activities.

Cognitive strategies

O'Malley and Chamot define ~ as learning strategies that 'operate directly on incoming information, manipulating it in ways that enhance learning' (1990: 44). They involve such operations as rehearsal, organising information, and inferencing.

Cognitive style

Some psychologists consider that individuals have characteristic ways of perceiving phenomena, conceptualizing and recalling information. Various dimensions of ~ have been identified, including **field dependence** and **field independence**.

Coherence (n.), **coherent** (adj.)

When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader.

Cohesion (n.), **cohesive** (adj.)

The way spoken or written texts are joined together with logical grammar or lexis, e.g. conjunctions (Firstly, secondly*)*, lexical sets, referring words (it, them, this).

Cohesive device

A feature in a text which provides cohesion, e.g. use of topic-related vocabulary throughout a text, of sequencing words (then, next, after that, etc.), of referencing words (pronouns – he, him, etc.), of conjunctions (however, although, etc.).

Collaborate (v.), **collaborative** (adj.)

To work together. Learners often collaborate in class when carrying out tasks, which typically involves planning, creating, discussing, evaluating, etc.

College

1. (esp. AmE) a university where students can study to get a degree after they have left school 2. (esp. BrE) one of the separate institutions that some British universities are divided into 3. (esp. in names, in Britain and some other countries) a secondary school, esp. one where you must pay

College of art (and design) / art college

A college where one can study art and music

College of higher education

Non-university level institution offering short and medium courses for students, usually from the age of 18 at tertiary level. Admission is subject to institutional requirements but students must normally hold upper-secondary qualifications.

Collegiate university (BrE)

A university divided into a number of colleges

Colloquial

Language normally used in informal conversation but not in formal speech or writing, e.g. Give Gran a ring, OK?

Commencement (AmE) **/ graduation** (BrE)

A ceremony at which students receive their academic degrees or diplomas.

Common core

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

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. See **learner strategies** and **production strategies**.

Communicative activity

A classroom activity in which learners need to talk or write to one another to complete the activity.

Communicative approach

Various developments have taken place in the last twenty years. Now there is more emphasis on individualised instruction, authenticity in language learning, a greater focus on the learner, and on the development of communicative, as opposed to merely linguistic, competence that can only be acquired through using it to do real-world-type things, such as asking for information that you need. The structure of most communicative based coursebooks is the Notional Functional Syllabus. The Notional Functional Syllabus is distinguished by its attention to 'functions' as the organising elements of English language. The NFS focused strongly and exclusively on the pragmatic purposes to which we put language. What it does is to give what second language learners should focus on. For example, a NFS textbook would be organised in the following sequence of functional topics: • Introductions, greetings, good-byes; • Invitations, Apologies, Condolences; • Gratitude, Compliments, Congratulations; • Requests, Commands, Warnings, Directions; • Offers, Seeking Permission; • Advice,

Intention; • Pleasure, Displeasure; • Expressing your opinion. A typical unit of such a textbook would include presentation of dialogues, conversation practice with classmate, situations in which the student figures out 'what would I say', role plays, etc. The teacher is seen as the facilitator who makes learning happen by setting up tasks for the students to do. The learner is seen as an active participant. To put is shortly, ~ is a way of teaching and practising language 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. In other words, it is 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. See **Grammar-Translation method**.

Communicative competence

The ability to use the language effectively for communication. Gaining such competence involves acquiring both sociolinguistic and linguistic knowledge (or, in other words, developing the ability to use the language accurately, appropriately, and effectively).

Community college

(in Britain – also community school) a secondary school that is open to adults from the local community as well as to its own students; (in the USA) a college that is mainly for students from the local community and that offers programmes that are two years long, including programmes in practical skills. Some students go to a university or college offering four-year programmes after they have finished studying at a ~, i.e. a two-year college also referred to as a junior college. Anyone who is 18 years old or holds a high school diploma (or equivalent) is eligible to attend a community college.

Community language learning

~ recognizes the fundamentally affective and interpersonal nature of learning. In this 'Counselling-Learning' view of education, learners are seen as a **group**, rather than a **class**. The social dynamics of such a group is of primary importance in this method. In order for such a model to work, the members need to interact in an interpersonal relationship in which teachers and learners join together to create an atmosphere of friendship. The anxiety caused by educational context is lessened by means of supportive community. The teacher's presence is not perceived as a threat, nor is it the teacher's job to apply rules in the group. For such reasons, the students are seen as clients rather than pupils.

Compensation strategies

~ are strategies used by native speakers and learners of a language when they do not know, or cannot immediately recall a word or words needed when speaking or writing.

Competence

Ability to apply knowledge, know-how and skills in a habitual or changing work situation. It is the 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.

Components (of a lesson plan)

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

Composing processes

Three stages are often recognized in the writing process: 1) rehearsing or pre-writing (activities in which writers look for a topic or for ideas and language related to a topic before beginning writing); 2) writing or planning, drafting, composing (activities in which writers note down ideas in rough form); 3) revising or editing, postwriting (activities in which writers check, revise and rewrite what they have written).

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

Understanding a spoken or written text.

Comprehensive school

(in the United Kingdom) A type of secondary school for which admission is not based on ability (lower/upper secondary level).

Concept questions, **concept checking**

A concept question is a question asked by the teacher to make sure that a learner has understood the meaning of new language, e.g. Teaching the new grammatical structure '*used to',* using the example – *He used to live in Paris*. Concept question – *Does he live in Paris*

now? Answer – *No.* Concept checking is the technique of asking concept questions or using other techniques to check that learners have understood a new structure or item of lexis.

Consolidate (v.), **reinforce** (v.)

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

Consult (v.)

To get advice or information from someone or something, e.g. teachers and learners might consult a dictionary or grammar book.

Content-based ESL

A model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.

Content courses

Teacher preparation courses that focus on the specific content of factual information about a subject (chemistry, social studies, algebra). College students in secondary teacher education programs most often take these courses.

Content standards

Standards that describe what students should know and be able to do in core academic subjects at each grade level.

Context

1. The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practise past tenses. Photographs can help to provide a context for a magazine article. 2. The words or phrases before or after a word in discourse which help someone to understand that word. See **deduce meaning from context**.

Continuous assessment

See **assessment**.

Contrast

To compare the differences between two things.

Contrastive Analysis Hypothesis

According to this hypothesis, L2 errors are the result of differences between the learner's first language and the target language, and these differences can be used to identify or predict errors that will occur.

Contribute (v.)

To give or add something, e.g. in the classroom, learners can contribute to a discussion by taking part and giving their ideas.

Contributor

See **teacher role**.

Controlled practice

See **practice**.

Convey meaning

To express or communicate meaning. Teachers focus on conveying meaning when they present new language.

Co-operating teacher / master teacher

In teacher education, it is an experienced teacher in whose class a student teacher does his or her practice teaching. The role of the ~ is to help the student teacher acquire teaching skills and to give feedback on his or her teaching.

Co-operation (n.), **co-operate** (v.), **co-operative** (adj.)

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

Co-operative/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

Co-operative learning

A teaching method in which students of differing abilities work together on an assignment. Each student has a specific responsibility within the group. Students complete assignments together and receive a common grade.

Core academics

The required subjects in middle and high schools—usually English (literature), history (social studies), math, and science.

Correction / Echo correction

When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves, e.g. Learner: *He don't like it.* Teacher: *Don't?* Learner: *He doesn't like it.* **Finger correction** is a way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger)

the mistake was made. A teacher may use her fingers to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc. **Self-correction** - When learners correct language mistakes they have made, perhaps with some help from the teacher. See **ignore (errors); feedback**.

Correction code

A series of symbols a teacher may use to mark learners' writing so that they can correct mistakes by themselves, e.g. P = punctuation mistake, T = tense mistake.

Correspondence courses/studies

Courses of study that one does at home, using books and exercises sent to one by post/mail

Correspondence school/college

Study that one does at home using books and exercises sent to one by post/mail.

Counsellor

See **teacher role**.

Course

1. A series of **lessons** or **lectures** on a particular subject 2. (esp. BrE) a period of study at a college or university that leads to an exam or qualification, for example a two-year post-graduate course leading to a master's degree.

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: See supplementary materials. See **book**.

Coursebook unit

See **book**.

Creative thinking

Generating new ways of looking at a situation

Credit, credit hour

A unit of study at a college or university; the fact of having successfully completed a unit of study, e.g. *My maths class is worth three credits.*

Credit transfer system (in tertiary education)

A system which provides a way of measuring and comparing learning achievements (from a course, training or a placement) and transferring them from one institution to another, using credits validated in training programmes. *Comment:* a credit transfer system supports the

transparency and comparability of education and training pathways, curricula and systems. In a credit transfer system, a value is allocated to every learning unit (course, training or placement) that the learner is required to successfully complete, in order to pass a full training programme at a school or training centre, including examinations or other assessments.

Criteria

See **assessment criteria**.

Criterion check

A point in any lesson at which the teacher stops and checks to see if students understand the material up to that point.

Criterion-referenced test

A test that measures how well a student has learned a specific body of knowledge and skills. The goal is typically to have every student attain a passing mark, not to compare students to each other. See **norm-referenced assessment**.

Critical Period Hypothesis

This states that there is a period (i.e. up tot a certain age) during which the learners can acquire an L2 easily and can achieve native-speaker competence, but that after this period L2 acquisition becomes more difficult and is rarely entirely successful. Researchers differ over when this critical period comes to an end.

Critical thinking

The ability to analyze information

Cross-curricular (adj.)

A cross- or trans-curricular approach means going beyond the division of the curriculum into individual subjects, and working with the students to help them use the full range of knowledge to solve problems. An example might be "the rainforest". In a more traditional setting a project on the rainforest would include study of the rainforest in itself as part of a Humanities/Social Studies course. In a cross-curricular setting, the entire range of school subjects would be used when considering this issue. So math would be specifically involved as students consider the annual decline in the world's rainforest areas, or the number of trees that are being destroyed. Science during this period would focus on the ecology of the rainforest and its impact on the world. Language Arts would focus on appropriate literature from countries with large areas of rainforest – children's stories from the Amazon or Congo river basins, for example. Art, music and drama during this period of study would all focus on the rainforest.

Cross reference

A note that tells the reader of a book to go to another place in the book to get more information, e.g. in a dictionary entry for *early* it might say: ***early*** — *arriving before the planned time. OPP LATE.* This is a cross reference showing the reader that there is information about 'late' in another entry.

Cross-sectional method

A study of a group of different individuals or subjects at a single point in time, in order to measure or study a particular topic or aspect of language

Crossword puzzle

A word game in which learners complete a grid. Learners write the answers to clues in the squares on the grid. It is often used to *review* and *consolidate* vocabulary.

Cue card / prompt card

A card on which there is/are (a) word(s) or picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill, e.g. a teacher presenting *I like + ing / I don't like + ing* could have a number of picture cue cards with different activities (swimming, reading etc). Learners have to respond to the cue card using *I like + ing* or *I don't like + ing*. See **flashcard**.

Culture

The sum total of the ways of life of a people; includes norms, learned behaviour patterns, attitudes, and artefacts; 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.

Cum laude

(from Latin) (in the USA) at the third of the three highest levels of achievement that students can reach when they finish their studies at college or university. Compare: **magna cum laude, summa cum laude**

Curriculum (pl. curricula)

A set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. See **syllabus**.

D

Day nursery

A pre-primary level pre-school setting which provides day care for children under the age of five.

Day school

1. A school where students study during the day time (opposite of "evening school") 2. A private school with students who live at home and only go to school during the day (opposite of **boarding school**)

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 thinking

Going from the general to the specific. See also **inductive thinking**.

Degree course/program

A university or college course or program at the end of which students obtain a university/college degree.

Demonstration lesson

A lesson held by a teacher to show his/her expertise in teaching, usually to colleagues with the same professional interest.

Demotivate

See **motivation**.

Department

A section of a larger organization such as a university

Detail, read for detail, listen for detail

To listen to or read a text in order to understand most of what it says or particular details. See **gist, global understanding**.

Develop skills

To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which focus on skills development. See **skills**.

Diagnostic test, diagnose (v.)

See **assessment** and **test**.

Diagnostician

See **teacher role**.

Dialogue journal

See **learning log**.

Diary study (in researching L1 or L2 or FL acquisition)

A regularly kept journal or written record of a learner's language development, often kept as part of a longitudinal study of language learning. With a ~, the researcher records examples of the learner's linguistic production in as much detail as possible, as well as information about the communicative setting involved (i.e., the participants, the purpose, etc.). ~s are often used to supplement other ways of collecting data, such as through the use of experimental techniques.

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 (n.), **dictate** (v.)

An activity which typically involves the learners in writing down what the teacher reads aloud. See **picture dictation**.

Dictocomp

A technique for practising composition in language classes. A passage is read to a class, and then the students must write out what they understand and remember from the passage, keeping as closely to the original as possible but using their own words where necessary.

Dictionary

A **bilingual dictionary** uses translation from one language into another language for definitions and examples. A **monolingual dictionary** uses only the target language for headwords, definitions, examples etc. A *thesaurus* is a type of dictionary in which words with similar meanings are grouped together.

Differentiated instruction

This is also referred to as 'individualized' or 'customized' instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles; for example, different teaching methods for students with learning disabilities. ~ is providing instruction according to the different ability levels in a classroom.

Digital literacy

The ability to use information and communication technology (**ICT**) proficiently.

Dimensions of learning

The five basic elements of any teaching/learning situation: confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and critical reflection.

Direct Method

As early as 1900, theorists started to question the principles behind the grammar-translation method. Reformers such as Henry Sweet, Wilhelm Vietor, and Paul Passy became interested in the problem of the best way to teach languages. Their ideas of teaching grammar inductively and avoiding translation as much as possible became consolidated in what became known as the Direct Method, the first of the 'natural methods'. The basic premise of the Direct Method was that second language learning should be more like first language learning. The method would include lots of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules. Here are the principles of the direct method: 1. Classroom instruction was conducted exclusively in the target language. 2. Only everyday vocabulary and sentences were taught. 3. Oral communication skills were built up in a carefully traded progression organised around questions-and-answer exchanges between teachers and students in small intensive classes. 4. Grammar was taught inductively 5. New teaching points were taught through modelling and practice 6. Concrete vocabulary was taught through demonstration, objects, pictures; Abstract vocabulary was taught through association of ideas. 7. Both speech and listening comprehension were taught 8. Correct pronunciation and grammar were emphasised. In Through this method, language is taught through listening and speaking. There may be little or no explicit explanation dealing with syntax or grammatical rules, nor translation into the mother tongue of the student, i.e. it involves inductive learning rather than deductive.

Discipline (n., v.)

The system of rules used to maintain control of learners in the classroom.

Discrete-point test

A language **test** which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs, and prepositions. ~s are based on the theory that language consists of different parts (e.g., grammar, sounds, vocabulary) and different skills (e.g., listening, speaking, reading, and writing) and these are made up of elements that can be tested separately. Tests consisting of **multiple-choice** items are usually discrete-point tests. ~s can be contrasted with integrative tests. An integrative test is one which requires a learner to use several language skills at the same time, such as a dictation

test, because it requires the learner to use the knowledge of grammar, vocabulary and listening comprehension.

Discussion group

An electronic list in which list members correspond by email to discuss issues of interest to the group. A discussion group will typically not only receive and send emails, but will also have access to a group website where they can save and share files, use chat, and read other members' profiles.

Discussion list

A mailing list that enables and encourages discussion

Disruptive behaviour

Any behaviour that interferes with or impedes a teacher's ability to teach and students' abilities to learn

Distance learning / distance study

Education imparted at a distance through communication media: radio, TV, telephone, correspondence, computer or video.

Dominate (v.), **dominant** (adj.)

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

Draft (n., v.)

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.

Drill

A **technique** teachers use for encouraging learners to practise language, mainly sounds or sentence patterns. It involves guided repetition or practice. There are usually two parts of a drill: a) the teacher provides a word or a sentence as a stimulus (the **call-word** or cue); b) students make various types of responses based on repetition, substitution, or transformation.

In a **choral drill** the teacher says a word or sentence and the learners repeat it together as a class. In an **individual drill** the teacher says a word or sentence and one learner repeats it. Choral and individual drills are called *repetition drills*. In a **substitution drill** the teacher provides a sentence and a different word or phrase which the learner must use (or substitute) in exactly the same structure, e.g. Teacher: I bought a book. Pen. Learner: I bought a pen. In a **transformation drill** the teacher says a word or a sentence and the learner answers by

changing the sentence into a new grammatical structure, e.g. Teacher: I bought a pen. Didn't Learner: I didn't buy a pen. Teacher: I went to the cinema. Didn't Learner: I didn't go to the cinema.

Dropout

Withdrawal from an education or training programme before its completion. *Comment:* (a) this term designates both the *process* (early school leaving) and the *persons* (early school leavers) who fail to complete a course; (b) besides early school leavers, dropouts may also include learners who have completed education or training but failed the examinations.

Dual language education

The term "dual language education" refers to a system whereby a child spends time learning through the medium of two languages of instruction. For the most part, the term is used to describe programs in elementary schools (see the next three answers for more information). In Secondary Schools, where the approach is more subject-based, then it would mean that some subjects are offered in two languages, with the students being able to choose their own language of instruction for the various subject areas.

E

EAP

English for Academic Purposes – The study or teaching of English with specific reference to an academic (usually a university- or college-based) course.

Echo correct

See **correction**.

Eclectic (adj.)

An approach to language teaching in which the teacher uses techniques and activities taken from different methods.

ECTS

European Credit Transfer System.

Edublog

A blog with an educational purpose

Education

A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.

Educational institution

An institution where instruction is given to children or adults

Educational setting

Whereas many researchers are happy to talk about 'foreign' (as opposed to 'second') language acquisition, others prefer to distinguish different types of language acquisition in terms of context or setting. A key distinction is between acquisition that takes place in ~ (such as schools) and that which takes place in 'natural setting' (such as the street or the work-place).

Educational stakeholders

~ are parents, institutions, businesses, and governmental bodies etc. who have an interest – personal, financial or professional – in what goes on in schools or other educational institutions.

Educational technology

Any instructional aid or media teachers use to support the teaching and learning process.

Educationalist, educationist

A specialist in theories and methods of teaching.

Educator

A person whose job is to teach or educate people.

Effective (adj.)

Having the intended or desired result.

EFL

English as a Foreign Language – English language programs in countries where English is not the common or official language. It is used in American university programs where international students study English although the use of the word "foreign" is now avoided in some schools because of its xenophobic connotations.

Elaboration

The expansion of an idea or thought

E-learning

Learning supported by information and communication technologies (ICT). *Comment:* e-learning is not limited to *digital literacy* (acquiring ICT skills). It may encompass multiple formats and hybrid methods: using software, Internet, CD-ROM, online learning or any other electronic or interactive media, or mobile devices such as MP3 players and PDAs (Personal Digital Assistants). E-learning can be face-to face or distance.

Elective

A course or subject at a college or school which a student can choose to do (esp. AmE).

Elementary

Students at this level may have a vocabulary of up to 1000 words and will probably be learning or practicing 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.

Elementary school

A school for children between the ages of about 6 and 12 (in the USA).

Elicit (v.)

When a teacher thinks that some learners will know a piece of language or other information, s/he asks targeted questions or gives clues to get, or **prompt** learners to give the target language or information rather than simply providing it to the class her/himself.

Elicitation

Techniques or procedures which a teacher uses to get learners to actively produce speech or writing

ELL

English Language Learners

ELT

English Language Teaching or Training–A term coined in the UK and designed to replace EFL. It is in use around the world but has yet to catch on in the USA where the same phenomenon is referred to as **TESOL**.

Enable (v.)

To help someone be able to do something. To make something possible. For example, using a correction code on learners' writing enables learners to improve their own work.

Encouragement (n.), **encourage** (v.)

When a teacher helps learners to succeed by giving them confidence, e.g. 'Of course you can do it! You're doing very well '.

English as a Second Language (ESL)

Classes or support programs for students whose native language is not English.

English learner

A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help

English-medium school

A school in a non-English speaking country, in which all subjects are taught using English.

Enquire

To ask for information, e.g. What time does the train leave?

Enrol (on) (BrE); **enroll (in)** (AmE) (v.)

To arrange for oneself or for somebody else to officially join a course, school, etc.

Enrolment (BrE), **enrollment** (AmE)

The act of officially joining a course, school, etc.; the number of people who do this.

E-Portfolio

A digital collection of an individual student's work and achievements

Error

A mistake that a learner makes when trying to say something above their level of language or language processing. 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). A **fossilised error** is an error that has become a permanent feature of a learner's language, the error has become a habit. Fossilised errors cannot easily be corrected. When a learner makes a **slip** they make a language mistake but they are able to correct themselves.

Error analysis

Identifying and analysing errors made by learners and their possible causes. This evidence is used to judge where the learner is in the learning process, what language learning strategies learners are using, and to suggest where and how improvement may be made. So, in this procedure, samples of learner language are collected and the errors are identified, described, and classified according to their hypothesized causes. The errors are then evaluated for relative seriousness.

ESL

English as a Second Language – English language programs in countries where English is the dominant or official language. Programs designed for non-English-speaking immigrants in the USA are ESL programs.

ESOL

English to Speakers of Other Languages–a term often used to describe elementary and secondary English language programs. It is sometimes used to distinguish ESL classes within adult basic education programs.

ESP

English for Specific Purposes–a term that refers to teaching or studying English for a particular career (like law or medicine) or for business in general

European Language Portfolio (ELP)

~ is, as its introduction states, a 'personal document (and) at the same time an information tool and a companion to language learning. (It) enables all language proficiency – whether acquired within or outside formal educational settings – and intercultural experience to be documented and presented in a comprehensive, complete and internationally comparable way. It also contains guidelines for reflecting on one's own language learning and for planning and monitoring further learning'.

Evaluation

~ involves making qualitative judgements, often subjective, about various aspects of language performance. Other uses of the term are: • materials' evaluation • evaluation of teaching • evaluation of learning etc. ~ is a method of determining if students learned what they were taught. It is usually conducted at the end of a lesson.

Evening school (infml), **night school** (infml)

A school for adults in the evening.

Exam paper

The work of the student at a written examination (test paper, essay, etc)

Experiential

Referring to ways of learning language through experiencing in use rather than through focusing conscious attention on language items. Reading a novel, listening to a song and taking part in a project are experiential ways of learning a language.

Exploit (material)

To use material for a particular purpose.

Extension task, **extend** (v.), **extended** (adj.)

An activity which gives learners further or extended practice of the target language or the topic of the lesson or additional skills work.

Extensive listening/reading

Listening to or reading long pieces of text, such as stories or newspapers, i.e. it is listening or reading for general or global understanding, often of longer texts. See **intensive listening/reading**.

Extract

Part of a text which is removed from an original, longer text.

Extra-curricular activities

~ refer to activities performed by learners in out-of-lesson, or out-of-school time. Within a language learning context these may include attending a language club, watching a foreign language film, playing a part in a foreign play, participating in a foreign visit etc.

Extrinsic motivation

When an individual is motivated by outside factors or other people (as opposed to being motivated from within)

Extroversion/introversion

These terms describe the dimension of personality which has been most thoroughly investigated in SLA research. They reflect a continuum: at one end are learners who are sociable and risk-takers, while at the other end there are learners who are quiet and avoid excitement.

F

Facilitator (n.), **facilitate** (v.)

To make something possible. Teachers facilitate learning by planning and delivering lessons and maintaining discipline in the classroom. See **teacher role**.

Facilities

Buildings, services, equipment, etc. that are provided for a particular purpose.

Factor

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

Faculty

All the teachers of a university or college; a department or group of related departments in a college or university.

Fairy story

A traditional story written for children which usually involves imaginary creatures and magic.

False beginner

A learner who has had a limited amount of previous instruction in a language, but who because of extremely limited language proficiency is classified as at the beginning level of language instruction. A ~ is sometimes contrasted with a *true beginner*, i.e. someone who has no knowledge of the language.

Feedback (n., v.), **give / provide feedback**

The response learners get when they attempt to communicate. This can involve correction, acknowledgement, requests for clarification, backchannel cues (e.g., "mmm"). Feedback plays an important role in helping learners to test their ideas about the target language. 1. To tell someone how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers. 2. To communicate to a speaker that you understand (or not) what they are saying.

Fee-paying school (BrE)

A school that you have to pay to go to.

Fellow

1. A graduate student who holds a **fellowship** 2. A senior member of some colleges or universities.

Fellowship

1. An award of money to a graduate student to allow them to continue their studies or to do research 2. The position of being a senior member of a college or university

Field dependence/independence

~ constitutes one kind of **cognitive style**. Field-dependent learners are believed to operate holistically (i.e. they see the field as a whole), whereas field-independent learners operate analytically (i.e. they conceive the field in terms of its component parts).

Final(s)

1. (BrE) the last exam(s) taken by university students at the end of their final year 2. (AmE) exam(s) taken by school, college or university students at the end of a semester or quarter, usually in a topic that they will not study again.

Finger correction

See **correction**.

First Certificate

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

First language

See **mother tongue**, **L1/L2**.

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. See **cue card / prompt card**.

Flipchart

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

Fluency

• **Oral fluency** – being able to speak using connected speech at a natural speed with little hesitation, repetition or self-correction. In spoken fluency activities, learners typically give attention to the communication of meaning, rather than trying to be correct. • **Written fluency** – being able to write in a clear and confident way. In a written fluency activity, learners give attention to the content and ideas of the text rather than trying to be correct. See **accuracy**.

Focus on form

Paying attention to the words/parts of words that make a language structure or to spelling or pronunciation.

Foreigner talk

When native speakers address learners, they adjust their normal speech to facilitate understanding. These adjustments, which involve both language form and language function, constitute 'foreigner talk'. ~ has been hypothesized to aid L2 acquisition in a number of ways (e.g., by making certain features more salient to the learner).

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.

Foreign language acquisition

There is a distinction between ~ (e.g., the learning of English in schools of Ukraine) and 'second language acquisition' (e.g., the learning of Ukrainian in Hungarian schools of Ukraine).

Formal assessment

See **assessment**.

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 a knowledge of the rules through carrying out language tasks).

Formative assessment

Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

Formative evaluation

Evaluation that takes place between the introduction of material and its conclusion

Fossilisation

The process in which incorrect language becomes a habit and cannot easily be corrected. See **error**.

Freer practice, free practice

See **practice**.

Freshman

(AmE) A student who is in his or her first year at a university, college, or high school (compare: sophomore)

Full professor (AmE), **professor** (esp. BrE)

A university teacher of the highest rank

Full time student

A student who has classes at a college every weekday

Functional approach

A way of teaching which uses a syllabus based on functions.

Functions

~ are the things people do through language, for example, instructing, apologizing, and complaining. Functional Approach: A course based on a functional approach would take as its starting point for language development, what the learner wants to do through language. Common functions include identifying oneself and giving personal facts about oneself; expressing moods and emotions.

G

Game

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

Gap-fill

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

General Certificate of Secondary Education (GCSE)

Qualification awarded at the end of secondary education to pupils who meet the required standards.

Generate interest

See **arouse interest**.

Gestalt strategy

Peters (1977) found that some children in L1 acquisition remain silent for a long time and then begin producing full sentences. Hatch (1974) refers to this kind of L2 learner as a 'data-gatherer'. See also **analytical strategy** and **silent period**.

Get learners' attention

To make learners listen to the teacher after they have been doing group or pair work or at the start of the lesson.

Gifted students

Students who demonstrate high levels of imagination, curiosity, and intelligence

Gist, **global understanding, listening/reading for gist, listening/reading for global understanding**

To read or listen to a text and understand the general meaning of it, without paying attention to specific details. See **detail, read for detail, and listen for detail**.

Goal / target

An aim that a learner or teacher may have.

Good language learner

Researchers have investigated the individual learner factors that contribute to L2 learning by investigating what expert, successful language learners do in order to learn an L2. These studies are known as the '~ studies'. One of the best known is Naiman et al. 1978.

Grade (n.)

A mark that learners obtain at school for their performance. In Ukraine, ~s range between 1 (being the lowest) and 12 (being the highest). These marks make up the twelve-point grading scale.

Grade (language)

To use language that is at the correct level for the learners and is not too easy or difficult. See graded reader.

Grade point average (GPA)

The average of a student's marks/grades over a period of time in the American education system

Graded reader / simplified reader

A book where the language has been made easier for learners. These are often books with stories or novels where the language has been simplified.

Graduate (n.)

A person who has a university degree

Grammar school

A type of secondary school (lower/upper secondary levels) for which admission is based on ability.

Grammar Translation Method

The Grammar translation method or classical method emerged when people of the western world wanted to learn 'foreign' languages. Until the 17th century much of the language teaching involved Latin. Its focus was on grammatical rules, the memorisation of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises. The so-called grammar-translation method remained the dominant foreign language teaching method in Europe until the 1940s, and in some parts of the world a somewhat altered version is still used. One can say that while the GT method tends to see language as being learnt as a series of facts to be poured into the learners head, the teacher is considered the fount of knowledge and the learner is seen as a passive receiver. A class working with the Grammar translation Method would look like that: 1. Classes are taught in the mother tongue, with little active use of the target language. 2. Much vocabulary is taught in the form of lists of isolated words. 3. Long elaborate explanations of the intricacies of grammar are given. 4. Grammar provides the rule for putting words together, and instruction often focuses on the form and inflection of words. 5. Reading of difficult classical texts is begun early. 6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

Grant (n.)

A sum of money that is given by the government or by another organization to be used for a particular purpose

Grid

A pattern of straight lines that cross each other to make squares.

Group/class dynamics

The relationship between learners in the group or class.

Grouping

Arranging students into groups to help them learn better

Guidance (n.), **guide** (v.)

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

Guided writing

A piece of writing that learners produce after the teacher has helped them to prepare for it by, for example giving the learners a plan to follow, or ideas for the type of language to use. See **process writing** and **product writing**.

Gymnasium

A room or hall with equipment for doing physical exercise, for example in a school

H

Handout, **worksheet**

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

Head (BrE, infml), **headmaster/headmistress** (BrE), **head teacher** (BrE, official)

The person in charge of a school or college

Hesitation (n.), **hesitate** (v.)

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

Heterogeneous groups

Groups of students of mixed abilities

High school

Synonym for **secondary school.**

Higher-order thinking skills (HOTS)

These are skills such as analysis and evaluation. They are often used in the classroom to develop reasoning skills, encourage enquiry and discussion and to develop creative thinking. For example, *How can we change the design of the building to make it more fuel efficient?* They involve open-ended talk. See **lower-order thinking skills (LOTS)**.

Highlighting

Marking key words or sections in a passage when reading with the use of a coloured pen, making them easier to identify or remember when studying or reviewing

Highly qualified teacher

A teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches.

Home language

~, often referred to as the mother tongue, is normally the language acquired by the learner as his/her first language and usually (though not always) spoken in the learner's home. It can also be referred to as a learner's **L1** (first language). It is sometimes used as a synonym for first language, primary language, or native language. Thus, it also refers to language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home.

Homework

~ literally means work done at home. It is often, however, used more generally to refer to work generated by a teacher and/or the learner him or herself, to be completed outside class time. It can be done by an individual or as pair or group work.

Humanistic Methods

The Humanistic Methods emerged in the 1970's, a period of great enlightenment as many would describe. People were feeling more liberated, and ESL teaching methods followed the movement. The designers' method brought the issue of teaching further by looking at some variables that might have an influence on the learning process, apart from the contribution of the teacher and the students. Each of these methods has captured the attention of teachers and experts in the domain. However, they mostly remained confined to isolated regions of the world, and none of them has ever been recognised as being the current state of the art, even during its most popular time. Nonetheless, the originality of some of these methods have brought new ideas that are currently used today in the Communicative Approach.

Humanities, the

The subjects of study that are concerned with the way people think and behave, e.g. history, language, literature and philosophy. Compare: **science**

I

IATEFL

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

Ice-breaker

An introductory activity that a teacher uses at the start of a new course so that learners 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 surf 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, the skills used are IT skills and the lab is known as the IT lab. To sum, this includes hardware such as computers, video recorders, radio, television, Overhead Projectors (**OHP**), interactive whiteboards etc. and software such as narrative media (e.g. videos, web pages), interactive media, adaptive media (computer programmes that give feedback, like simulations and modelling), communicative media (e.g. a discussion forum), and productive media (e.g. Word, PowerPoint).

Ignore (errors)

To choose not to pay attention to something such as an error made by a learner. A teacher may do this if he/she wants to help the learner with **fluency**, not accuracy. See **correction**.

Immersion education

A program that teaches children to speak, read, and write in a second language by surrounding them with conversation and instruction in that language. Note that English immersion may differ from other immersion programs.

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 programme. The learner absorbs the target language naturally without conscious effort.

Immersion program

In an elementary school immersion program, students are fully immersed in the language of instruction, as opposed to the traditional approach of teaching the language as a subject in itself. Such programs are widespread in many countries, and there is a significant body of research which indicates that children in such programs generally out-perform their peers in

all subjects in traditional single language programs. The next answer describes in more detail the kinds of immersion programs.

Independence

See **learner autonomy**.

Independent learning

~ is a process involving learners who choose their own learning objectives and learning paths according to perceived personal needs, aspirations, and preferred modes of learning. Independent learning does not exclude the help of a teacher who may guide the process.

Independent school (esp. BrE)

Private school, i.e. a school that receives no money from the government and where the education of students is paid for by their parents

Independent study

Studying without a teacher present or without the teacher monitoring and directing the learning very closely, e.g. learners could carry out research on a topic using reference resources. This could be done at home or with minimum involvement of the teacher in class. It is specially designed instruction in courses taught through a variety of delivery methods that complement traditional high school curricula and provide an accredited diploma.

Indicate (v.)

To show, point out, make known, e.g. a teacher can indicate that a learner has made a mistake by repeating the mistake with rising intonation.

Individual drill

See **drill**.

Individual Education Program (IEP)

A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

Individual learner differences

The term ~ refers to differences in how learners learn an L2, how fast they learn, and how successful they are. These differences include both general factors such as language learning aptitude and motivation, and specific learner strategies. These differences can be cognitive, affective, or social in nature.

Inductive learning

Learning to apply the rules of a language by experiencing the language in use, rather than by having the rules explained or by consciously deducing the rules

Inductive thinking

Going from the specific to the general. See also deductive thinking.

Infant school (BrE)

A school for children between the ages of 4 and 7

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 openly say.

Inferencing

This is the means by which the learner forms hypotheses, through attending to input, or using the situational context to interpret the input.

Informal assessment

See **assessment**.

Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

Information and communication technology (ICT) skills

The skills needed to use efficiently the basic functions of information and communication technologies (ICT). Some authors limit the range of ICT basic skills to self-sufficiency in word/data processing, Internet and e-mail. Others include hardware skills (connecting devices, installing software, correcting basic faults) or further software skills (using a presentation programme or spreadsheet, file management, retrieving data, etc.).

Information gap

(in communication between two or more people) a situation where information is known only by one of those present; in communicative language teaching (see **Communicative approach**) it is said that in order to promote real communication between students, there must be an information gap between them, or between them and their teacher. Without such a gap the classroom activities and exercises will be mechanical and artificial.

Information-gap activity

A classroom activity in which learners work in pairs or groups. Learners 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 transfer

An activity in which learners move information from one source to another, e.g. reading an explanation then completing a diagram with key words from the explanation.

Input (n., v.)

Information which is given to learners by the teacher, e.g. through a text or via electronic means. This constitutes the language to which the learner is exposed. It can be spoken or written. It serves as the data which the learner must use to determine the rules of the target language.

Inquiry-based learning

The International Baccalaureate Primary Years Programme is specifically based upon the theory of "inquiry-based" learning. The Middle Years and Diploma Programmes continue this approach to a point, but do also include elements of a more traditional approach as students near their final assessments.

In-service teacher

An individual who has been hired by a district and is actively teaching

Institute

An organization that has a particular purpose, especially one that is connected with education or a particular profession

Institute, Ferenc Rákóczi the second Transcarpathian Hungarian

A higher educational establishment in Transcarpathia with Hungarian language of instruction (the only one of such in Ukraine) training teachers of both the humanities (history, languages) and the sciences (mathematics, biology, geography).

Instruct (v.)

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

Instruction (n.)

The act of teaching something to somebody

Instructor

1. A person whose job is to teach somebody a practical skill or sport 2. (Ames) a teacher below the rand of **assistant professor** at a college or university

Integrated skills

An integrated skills lesson combines work on more than one language skill. For example reading and then writing or listening and speaking.

Intelligence

The ability to use knowledge

Intensive course

A course which takes place over a short period of time, but which consists of a large number of hours.

Intensive listening/reading

One meaning of intensive listening/reading is reading or listening to focus on how language is used in a text. See **extensive listening/reading**.

Interaction (n.), **interact** (v.), **interactive strategies**

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

Interaction patterns

The different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class, in plenary. When teachers plan lessons, they think about interaction patterns and write them on their plan.

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: See transactional tasks.

Interactive whiteboard (IWB)

A special surface where a computer screen is displayed using a projector. Teachers and learners can use it by touching it or by using an interactive pen which acts like a mouse.

Interference

Interference happens when the learner's mother tongue affects performance in the target language, especially in pronunciation, lexis or grammar. For example, a learner may make a grammatical mistake because they apply the same grammatical pattern as they use in their mother tongue to what they want to say in the target language, but the **L1** grammatical pattern is not appropriate in **L2**.

Interlanguage

~ is the language produced by an individual learner in the process of learning a foreign language. This idiosyncratic variety will differ from standard forms of the target language and is likely to contain errors, simplification, negative transfer etc. It is the learners' own version of the second language which they speak as they learn. Interlanguage is constantly changing and developing as learners learn more of the second language.

Intermediate

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.

Intern (mainly AmE)

A student or new graduate who is getting practical experience in a job

Interpersonal intelligence

The ability to work effectively with other people

Intervention

The term refers to funds that schools get for students who are not learning at grade level. They can be used to fund before-school or afterschool programs or to pay for materials and instructors.

Intrapersonal intelligence

The ability to understand one's own emotions, goals, and intentions

Intrinsic motivation

Motivation that comes from within the individual

Introductory activity

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

Involvement

Taking part in an activity actively, being involved in it.

Item

1. A piece of language, e.g. a vocabulary or a grammar item. 2. The questions (items) in a **test** to which a learner has to respond.

Ivy League, the

a group of eight traditional universities in the eastern US with high academic standards and a high social status (Yale, Harvard, Princeton, Columbia, Dartmouth, Cornell, the University of Pennsylvania, and Brown) The general philosophy is that students learn in greater depth when

they are a central part of the process, and teachers can support them by creating an atmosphere in which the child's natural curiosity can lead to the acquisition and use of knowledge. For the teacher this means setting the scene, developing thematic approaches which cross traditional curricular lines, and using a wide variety of assessment vehicles designed to determine what the student knows and how the student can use that knowledge to solve problems. This is far removed from traditional assessment vehicles which are generally designed to ascertain what a child does not know.

J

Jigsaw listening/reading

A text is divided into two or more different parts. Learners listen to or read their part only, then share their information with other learners so that in the end everyone knows all the information. In this way, the text is made into an *information-gap activity*.

Jumbled letters/paragraphs/pictures/sentences/words

A word in which the letters are not in the correct order, a sentence in which the words are not in the correct order, a text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are not in the correct order. The learners put the letters, words, text or pictures into the correct order.

Junior

A student in the year before the last year in a high school or college

Junior college

A college that offers programmes that are two years long. Some students go to a university or college that offering four-year programmes after they have finished studying at a junior college.

Junior high school (AmE)

A school for young people between the ages of 12 and 14; compare: **senior high school**

Junior school (BrE)

A type of primary school which caters only for pupils aged between 7 and 11.

K

Key word/language

A word or aspect of language in a piece of discourse or text, which is important for understanding the text.

Keypal

The electronic equivalent of a pen pal. Keypals are friends who communicate using electronic media — they exchange emails instead of traditional paper-based letters.

Kinaesthetic learner

See **learning style**.

Know-how

Practical knowledge or expertise.

Knowledge

Aristotle distinguished between theoretical and practical logic. In line with this distinction, modern theoreticians distinguish declarative (theoretical) knowledge from procedural (practical) knowledge. Declarative knowledge includes assertions on specific events, facts and empirical generalisations, as well as deeper principles on the nature of reality. Procedural knowledge includes heuristics, methods, plans, practices, procedures, routines, strategies, tactics, techniques and tricks.

L

L1

First language / the mother tongue.

L2

Second language

Label (n., v.)

To match the name of an object to the object.

LAD (Language acquisition device)

A term coined by Noam Chomsky to explain an innate psychological capacity for language acquisition; mentalist theories of language acquisition emphasize the importance of the innate capacity of the language learner at the expense of environmental factors. Each learner is credited with a ~, which directs the process of acquisition. This device contains information about the possible form that the grammar of any language can take. See **universal grammar**.

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 awareness

Approaches to teaching language which emphasise the value of helping learners to focus attention on features of language in use. Most such approaches emphasise the importance of learners gradually developing their own awareness of how the language is used through discoveries which they make themselves. It is also a learner's understanding of the rules of how language works and his/her ability to notice language.

Language competences

See **communicative language competences**.

Language laboratory

A room equipped with headphones and booths to enable students to listen to a language teaching programme, while being monitored from a central console. Labs may be Audio-Active (AA), where students listen and respond to a tape, or Audio-Active-Comparative (AAC), where they may record their own responses and compare these with a model on the master tape. It is a room in a school where learners can practise language by listening to tapes or CDs and by recording themselves speaking.

Language performance

~ involves the use of specific linguistic means to carry out a task. Language performance can refer to either the process or the product.

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 repeatedly to ask each other their names would be a practice activity. See **language use**.

Language proficiency

~ is what a learner can do and/or how well he/she can perform using language, given an identified and defined purpose. Language proficiency is often measured with reference to a scale of levels. It is the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

Language resource

See **teacher role**.

Language use

Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is 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 a text is organised and presented on a page. Certain texts have special layouts, e.g. letters and newspaper articles.

Lead-in (n.), **lead in** (v.)

The activity or activities used to prepare learners to work on a text, topic 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, e.g. a leaflet with information about local places of interest. This is one example of **realia**.

Learn by heart

To learn something so that you can remember it perfectly. See **memorise**.

Learner autonomy

~ is the capacity learners have to take charge of their own learning. This implies choice of aims, content, approaches and/or forms of evaluation based on reflection related to individual needs and interests.

Learner autonomy (n.), **autonomous** (adj.), **learner independence**

When a learner can set his/her own aims and organise his/her own study, they are autonomous and independent. Many activities in course books help learners to be more independent by developing **learning strategies** and focusing on **learner training**.

Learner characteristics

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

Learner feedback

~ is an account of progress / performance given to learners by teachers or peers to enable them to reflect on, analyse and evaluate what they have or have not achieved. It may also refer to what learners tell those who are teaching them and/or monitoring their progress, how well they, the learners, believe they are performing.

Learner independence

See **learner autonomy**.

Learner profile

See **class/learner profile**.

Learner strategy

~s are the behaviours or actions that learners engage in, in order to learn or use the L2. They are generally considered to be conscious. See also **cognitive** and **metacognitive strategies**.

Learner training

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

Learner-centred

When the learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson. See *teacher-centred*.

Learning

A cumulative process whereby individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and competences. It is the internalization of rules and formulas which can be used to communicate in the **L2**. Krashen uses this term for formal learning in the classroom.

Learning aims

~ are the targets, normally longer term (e.g. for a few weeks, half a term), expressed relatively generally, which are set for learners to achieve within and at the end of a learning programme.

Learning by doing

Learning acquired by repeated practice of a task, but without instruction.

Learning by using

Learning acquired by repeated use of tools or facilities, but without instruction.

Learning centre

A self-contained section of the classroom in which students engage in independent activities; see also **self-access centre**.

Learning community

A community that promotes a culture of learning by developing effective local partnerships between all sectors of the community, and supports and motivates individuals and organisations to learn.

Learning content

The topics and activities which make up what is learned by an individual or group of learners during a learning process.

Learning contract

An agreement between the teacher and the learners about their roles and responsibilities (i.e. what the teacher will do and what the learners will do to help the learners to learn).

Learning log

The use of a notebook or a book in which students write about experiences in and out of school or record responses and reactions to learning and learning activities. ~s provide students an opportunity to reflect on learning, and are usually shared with the teacher on a regular basis but not graded. In this way the teacher may be able to find out how the student is progressing and the students gain additional opportunities to practice writing. In writing classes, ~s may be used as a pre-writing activity (see **composing processes**) and also as a way of encouraging students to develop fluency in writing through writing regularly on topics

of their own choice. When ~s are used as a way of establishing a dialogue between teacher and student (through comments, questions, and reactions), they are sometimes referred to as **dialogue journals** or diaries.

Learning objectives

~ are the targets, normally short term (e.g. for a lesson, series of lessons) which identify precisely what learners are expected to learn. They may be defined in terms of skill and content-based objectives (what learners should be able to say, write etc at the end of the period of learning e.g. talk about their hobbies, family etc) but also as discrete linguistic or cultural targets (grammatical, lexical, phonological, socio-cultural) etc.

Learning outcome(s) / learning attainments

The set of knowledge, skills and/or competences an individual acquired and/or is able to demonstrate after completion of a learning process.

Learning process

~ are the cognitive processes, pathways and sequences which operate in the minds of human beings when learning takes place and which lead to the internalisation of new information. These processes may be conscious or subconscious. They are innate processes by means of which the human mind perceives, remembers, categorises and conceptualises new information. They include: structuring and categorising new information, identifying its salient features, making generalisations about patterns, speculating on its meaning or relevance, drawing analogies between old and new information etc.

Learning resources

The materials or tools which help learners learn, e.g. books, computers, CDs etc. See **aids** and **reference materials**.

Learning strategies

~ are the range of tactics a learner uses to make learning effective. These may be 'specific actions, behaviours, steps, or techniques that students employ – often consciously – to improve their progress in internalising, storing, retrieving, and using the L2 (second language)' (Oxford 1993 p175). These are the techniques which learners consciously use to help them when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading. 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 style

The way in which an individual learner naturally prefers to learn something. There are many learning styles. Three of them are below. **Auditory learner** A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board. **Kinaesthetic learner** A learner who learns more easily by doing things physically. This type of learner may like to move around or move objects while learning. **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 may like the teacher to write a new word on the board and not just say it aloud. Further examples of different styles are analytic vs. holistic processing; auditory, visual or kinaesthetic etc. One of these may dominate and often they exist in unequal combination. 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 (kinaesthetic learners).

Learning-disabled students

Those students who demonstrate a significant discrepancy between academic achievement and intellectual abilities in one or more areas

Lecture

Sharing information with students verbally

Lecture hall (AmE), **lecture theatre** (BrE)

A large room with rows of seats on a slope, where lectures are given

Lecture room

Room at a university where classes are held

Lecturer

A person who teaches at a university or college

Lesson (BrE), **class** (AmE)

A period of time in which somebody is taught something

Lesson plans

~ outline in a systematic way how a particular unit of work is to be taught. They normally identify: • learning objectives, which may be new or based on/ consolidating/extending previous learning • proposed or expected learning outcomes • equipment, resources, materials needed by the teacher and the learners for the lesson(s) • a logical sequence of activities together with an indication of possible timings • differentiation within the proposed activities to account for a range of abilities and learning styles • the practice and use of some/all language skills (listening, speaking, reading, writing) • evaluation and assessment opportunities • future targets.

Lexical approach

It is a way of teaching language that focuses on lexical items or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures. The Lexical Approach develops many of the fundamental principles advanced by proponents of the Communicative Approach. The most important difference is the increased understanding of the nature of lexis in naturally occurring language, and its potential contribution to language pedagogy.

Lexical chain

A series of words related through a topic and that in discourse serve to provide cohesion, e.g. shop - shop assistant - counter - sale

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 set

A group or family of words related to one another by some semantic principle: e.g. lamb, pork, chicken, beef are all different types of meat and form a lexical set.

Lexis (also **vocabulary**)

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

Lifelong learning

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

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.

Linguistic

Connected with language or the study of language.

Listen and do/make/draw

A classroom activity where learners listen to the teacher or to another learners and while they are listening they perform an action (listen and do), make something (listen and make) or draw something (listen and draw). These activities are usually used as comprehension tasks. See **action rhyme** and **picture dictation**.

Listen for detail

See **detail**.

Listen for gist, **global understanding**

See **gist**.

Listserv

A list of e-mail addresses maintained by a group or organization. E-mail can be sent electronically to everyone on the list by any member of the list.

Literacy

The ability to read and write in a language.

Logical-mathematical intelligence

The ability to reason deductively or inductively and to recognize and manipulate abstract patterns and relationships.

Look-and-say method

A method for teaching children to read, especially in L1, which is similar to the **whole-word-method** except that words are always taught in association with a picture or object and the pronunciation of the word is always required.

Lower primary forms/classes

Elementary classes 1-4 in the Ukrainian educational system

Lower secondary education

Lower secondary education generally continues the basic programmes of primary, although teaching is typically more subject-focused, often employing more specialised teachers to conduct classes.

Lower-order thinking skills (LOTS)

These are skills such as remembering information and defining objects. They are often used in the classroom to check understanding and to review learning. They usually involve closed answers. See **higher-order thinking skills HOTS**.

Lyrics

The words of a song.

M

Magna cum laude (AmE)

(from Latin) (in the USA) at the second of the three highest levels of achievement that students can reach when they finish their studies at college or university. Compare: **cum laude, summa cum laude**

Magnet school

A school that focuses on a particular discipline, such as science, mathematics, arts, or computer science. It is designed to recruit students from other parts of the school district, i.e. it is a school that specializes in a specific subject area.

Main aim

See **aim**.

Maintained school (formal)

A school supported or maintained by the state

Major (AmE)

The main subject or course of a student at college or university

Management

See **classroom management**.

Manager

See **teacher role**.

Master's degree

Usually a higher academic degree taken in 1 or 2 years, awarded to graduates who successfully complete specialised post-graduate study, either taught courses or individual research, or a combination of both. Abbreviations: MA (Master of Arts), MSc (Master of Science), etc.

Matching task

A task-type in which learners are asked to pair related things together, e.g. 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 maximise 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.

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: See form-focused tasks.

Memorise (v.), **memorable** (adj.)

To learn something so that you can remember it later; something which is easy to remember. See **learn by heart**.

Memory

The way we recall previously learned or previously experienced information.

Mentor

An experienced teacher who assists a new colleague

Mentoring

Guidance and support provided in a variety of ways to a young person or novice (i.e. someone joining a new learning community or organisation) by an experienced person who acts as a role model, guide, tutor, coach or confidante.

Metacognitive strategy

Many L2 learners are able to think consciously about how they learn and how successfully they are learning. ~s involve planning learning, monitoring the process of learning, and evaluating how successful a particular strategy is.

Metalanguage

~ refers to the language we use when talking about language itself. This may consist of terminology – sentence, noun, past tense, intonation, discourse - or the type of grammar rules that can be found in reference grammars and some school books.

Method

A method is an overall plan for systematic presentation of language – a set of procedures based on a selected approach.

Methodology

~ is the implementation of learning objectives through teaching procedures. It is based on principles deriving from theories of language description, language learning and language use. Methodology may focus on how teachers deal with the four main skills of speaking, writing, listening and reading or on specific aspects of language such as grammar, vocabulary and pronunciation.

Methods courses

Teacher preparation courses that focus on the methods, ways, procedures, or strategies of teaching (the "how-to's" of teaching)

Microsoft NetMeeting

Video-conferencing software developed by Microsoft and included in many Microsoft Windows packages.

Micro-teaching

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.

Mid term examinations, mid-terms (infml)

Examinations in the middle of one of the main periods of the academic year

Mime (n., v.)

Body movements used to convey meaning without using words.

Mind map

See **word map**.

Mingle (n., v.)

A mingle is an activity which involves learners having to walk round the classroom talking to other learners to complete a task.

Minimal pair

A pair of items differing by one phonological feature; for example: sit/set, ship/sheep, pen/pan, fan/pan, pan/pat, among others.

Minimal pair drill

A drill in which minimal pairs are practised together, especially to help students to learn to distinguish a sound contrast. For example, if a teacher wanted to practise the contrast between /b/ and /p/, the teacher could a) explain how the sounds differ; b) present pairs of words containing the contrast, for listening practice, e.g. *bore – pour, big – pig, buy – pie*; c) get the students to show that they know which member of the pair they have heard; d) get them to pronounce such pairs themselves.

Minimum day

A shortened school day that allows teachers to meet and work together

Minor

1. (esp. AmE) a subject that one studies at university in addition to one's **major** 2. To study something at university but not as one's main subject

Mistake

According to Corder (1967), a ~ is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems. It contrasts with an **error.**

Mixed ability, **mixed level**

The different levels of language or ability of learners studying in the same class.

Model (n., v.)

A clear example of the target language for learners to repeat or write down or save as a record. If a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. The teacher often models the language as well, by saying it clearly before *drilling* the learners.

Monitor

Language learners and native speakers typically try to correct any errors in what they have just said. This is referred to as 'monitoring'. The learner can monitor vocabulary, phonology, or discourse. Krashen uses 'Monitoring' to refer to the way the learner uses 'learnt' knowledge to improve naturally 'acquired' knowledge. **Self-monitor** 1. To watch over learners in order to make sure that they are doing what they have been asked to do, and help them if they are having problems. 2. To listen to/read the language you use to see if it is accurate and effective. 3. See **teacher role**s.

Monolingual dictionary

See **dictionary**.

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. See **L1/L2**

Motivation (n.), **motivate** (v.)

Motivation is the thoughts and feelings which make us want to do something and help us continue doing it. **Demotivate** (v.), **demotivated** (adj.) To make someone lose motivation. **Unmotivated** (adj.) Without motivation; having no motivation. ~ can be defined in terms of the learner's overall goal or orientation. 'Instrumental' motivation occurs when the learner's goal is functional (e.g. to get a job or pass an examination), and 'integrative' motivation occurs when the learner wishes to identify with the culture of the **L2** group. 'Task" motivation is the interest felt by the learner in performing different learning tasks. ~ is an emotion or psychological need that incites a person to do something. In general terms, ~ refers to the effort learners put into learning an **L2** as a result of their need or desire to learn it. Gardner and Lambert (1972) distinguish 'instrumental ~', which occurs when a learner has a functional goal (such as to get a job or pass an examination), and 'integrative ~', which occurs when a learner wishes to identify with the culture of the **L2** group. 1) 'Task motivation' or 'intrinsic motivation' – the interest that learners experience when performing different tasks, 2) 'Machiavellian motivation' – the desire to learn a language that stems from a wish to manipulate and overcome the people of the target language, 3) Resultative motivation – the ~ that results from success in learning the **L2**.

Multilingualism

Ability to speak more than two languages; proficiency in many languages. This is the use of three or more languages by an individual or within a speech community. Frequently, multilingual people do not have equal control over all the languages they know and also use the languages for different purposes.

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 intelligences (also *MI*)

A theory of intelligence that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. The theory of MI is based on the work of the psychologist Gardner who posits 8 intelligences.

Multiple-choice questions/items

A task-type in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are given.

Musical-rhythmic intelligence

Sensitivity to the pitch, timbre, and rhythm of sounds and the elements of music

N

Narrative (n., adj.), **narrate** (v.)

1. A narrative is another word for a story. 2. To tell a story or talk about something that has happened. Teachers often narrate stories to young learners.

Narrator

See **teacher role**.

Native language

Primary or first language spoken by an individual. See **L1**.

Native speaker

Someone who has spoken a particular language since they were a baby, rather than having learnt it as a child or adult. See **L1/L2** and **mother tongue**.

Natural approach

Created by Stephen Krashen and Tracy Terrell (1983), the Natural approach involved the learners into TPR activities, but at the beginning level when "comprehensible input" is essential. The authors believed that the learners would benefit from delaying production until speech "emerges," that learners should be as relaxed as possible in the classroom, and that a great deal of communication and acquisition should take place. The Natural aimed at basic communication skills, that is, everyday language situations like conversations, shopping, listening to the radio, and so forth. Pioneered by Krashen, this approach combines acquisition and learning as a means of facilitating language development in adults.

Natural order

Some people believe there is an order in which learners naturally learn some items in their first or other languages. Some language items are learned before others and it can be difficult for teachers to influence this order.

Needs

The language, language skills or learning strategies a learner still has to learn in order to reach their goals, or the conditions they need to help them learn.

Negotiate

To discuss with someone to reach an agreement, e.g. *If you help me now, I'll help you next week.*

Neuro-linguistic Programming (also *NLP*)

A training philosophy and set of training techniques first developed by John Grindler and Richard Bandler in the mid-1970s as an alternative form of therapy. Important within

language teaching to teachers interested in humanistic approaches, i.e. those which focus on developing one's sense of self-actualization and self-awareness.

Neutral

A style of speaking or writing that is neither formal nor informal, but in between. It is appropriate for most situations. See **formal language, informal language**.

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 assessment

An assessment in which an individual or group's performance is compared with a larger group. Usually the larger group is representative of a cross-section of all US students.

Note-taking (n.), **take notes** (v.)

To take notes means to listen and write down ideas from the text in short form.

❶

Objective

Lesson objectives are specific learning targets that help achieve a lesson's aims, e.g. *Learners will be able to understand the gist of the text.* It is also a statement that describes what students will be able to do upon completion of an instructional experience.

Objective test

See **test**.

Observed lesson

A lesson that is watched by a teacher trainer or a colleague.

Observer

See **teacher role**.

Odd-one-out

A task type in which learners have to find usually a word among three or four words that do not belong to the same lexical category. For example, *cat, dog, pen, mouse* – the ~ will be *pen* because it does not constitute part of the given lexical set of animals.

Off task

When learners are **distracted** or not completing an activity in the way the teacher wants them to do it then they are off task. See **on task**.

On task

When learners are doing an activity in the way the teacher intended that it should be done then learners are on task. See **off task**.

One-minute paper

A short **test** with a few simple questions that can be answered briefly in a minute

One-to-one

A teaching situation which involves only one teacher and one learner.

Open class, **whole class**

When the teacher leads the class and each learner is focusing on the teacher, rather than working alone or in groups. When learners respond, they do so in front of everyone in the class.

Open(-ended) comprehension questions

~ are a task-type in which learners read or listen to a text and answer questions (using their own words). It is also a task or question that does not have a right or wrong answer, but which allows learners to offer their own opinions and ideas or to respond creatively, e.g. *Why do you think the writer likes living in Paris?*

Open pairs

See **pairs**.

Optional course

A course at the school, college or university that you can choose to do if you want to

Oral fluency

See **fluency**.

Oral test

A test of speaking ability.

Organisational forms (of teaching)

~ are the ways in which learners are managed and grouped for the purposes of learning. These include working solo/independently, working with a partner (pair work), group work (normally 3+ learners together), and as a whole class.

Origami

The art of making objects for decoration by folding sheets of paper into shapes.

Outcome

Result. This is what the teacher hopes will be the result in terms of learning at the end of the lesson.

Over-application of the rule, **over generalisation**

When a learner uses a grammatical rule s/he has learned, but uses it in situations when it is not needed or appropriate, e.g. a learner says, *There were three girls* (correct plural form used for most nouns) *and two mans*. (incorrect plural form – not appropriate for *man*).

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 with an overhead projector **(OHP).**

P

Pace

The speed of the lesson. A teacher can vary the pace in a lesson by planning different activities in order to keep the learners' attention.

Pair Work

A learning activity in which students work together in pairs for practice or discussion

Pairs

• **Closed pairs** – When learners in the class do pair work with the person sitting next to them but not in front of the class. • **Open pairs** – In open pairs, one pair does a pair work activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy.

Paraphrase (n., v.)

To say or write something that has been read or heard using different words. Paraphrase can also be used to describe what a learner does if s/he is not sure of the exact language they need to use, i.e. explain their meaning using different language.

Parent-teacher conference

A face-to-face meeting between a teacher and one or both parents (or guardians) of a student to discuss the student's academic performance and any concerns either party might have.

Part time student

A student who studies in one part of the day or week and works in the other part

Participation (n.), **participate** (v.)

To take part in something, e.g. a lesson or classroom activity.

Passive role

When learners want to be taught and to acquire language without making their own decisions about their needs and learning, they are taking a passive role. See **active role**.

Passive vocabulary

The vocabulary that students are able to understand compared to that which they are able to use. Contrasted with Active Vocabulary

Pedagogic task

A task which does not replicate a real world task but which is designed to facilitate the learning of language or skills which would be useful in a real world task. 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, i.e. 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. See **real-world tasks**.

Peer assessment

~ refers to judgements about learner performance, normally according to set and explicit criteria, made by same or similar age learners. See also **assessment**.

Peer feedback

See **feedback**.

Peers

~ are same or similar age learners.

Peer teaching

Classroom teaching in which one student teaches another, particularly within an individualized approach to teaching. For example, when students have learnt something, they may teach it to other students, or test other students on it.

Perception

The recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)

Performance assessment

When students demonstrate their mastery of material through a "hands-on activity" (assembling an electrical circuit, for example). See also **assessment**.

Performance

The ability to effectively use new information in a productive manner

Period

Any of the parts that a day is divided into at a school, college, etc. for study

Personal aim

See **aim**.

Philosophy, Doctor of (Ph.D.)

A university degree of a very high level that is given to somebody who has done research in a particular subject

Philosophy, Master of (M.Phil.)

A university degree of a high level that is given to somebody who has completed a course after the bachelor's degree.

Phonics

~ is an instructional strategy used to teach reading. It helps beginning readers by teaching them letter-sound relationships and having them sound out words. It is also a recognition of sound-spelling relationships in printed words.

Physical education (PE)

Activities focused on developing physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports). The term includes special PE, adaptive PE, movement education, and motor development.

Pick up (language)

To learn language without studying it, just by hearing and/or reading and then using it. See **acquisition**.

Picture dictation

A classroom activity where the teacher describes a scene or an object and learners draw what they hear. See **listen and do/draw/make**.

Picture stories

Stories that are shown in pictures instead of words.

Pie chart

A pie chart is a circle divided into sections in order to show how something is divided into different amounts. They are used to help learners remember new information by making thinking visual, e.g. See **Venn diagram**.

Placement test

See **test**.

Planner

See **teacher role**.

Planning time

Time during the day when a teacher does not have students and can plan lessons and other activities

Playground

An outdoor area where children can play, esp. at a school or in a park

Plenary

Part of a lesson when teachers discuss ideas with the whole class. A plenary is often held at the end of a lesson when teachers assess learning against the learning outcomes by providing opportunities to review what has been learnt.

Podcast

A method of publishing usually audio files on the Internet. A user can subscribe to these files (often at no cost), and download them to his/her computer and to a portable listening device such as an MP3 player.

Portable

A term commonly used to describe single-unit, relocatable buildings. A portable building can be moved from one site when it is no longer needed and used again in another location.

Portfolio

A collection of various samples of a student's work throughout the school year that can include writing samples, examples of math problems, and results of science experiments. This collection of work can be used by a learner to show what he/she has done during a particular course. A purposeful document, regularly added to that may be part of **continuous assessment**. It may contain evaluative checklists (completed by the individual learner and/or others about him/her), samples of written work, examination results, certificates etc, and other evidence of learning (cassettes, software etc). All these elements are assembled in a portfolio as evidence of an individual's performance. See **portfolio assessment**.

Portfolio assessment

A collection of materials designed to demonstrate progress over time.

PowerPoint

A computer programme which is used during presentations to show pieces of text, diagrams, drawings, movies, or other objects.

PPP

An approach to teaching language items which follows a sequence of presentation of the item, practice of the item and then production (i.e. use) of the item. This is the approach currently followed by most commercially produced course books and has the advantage of apparent systematicity and economy. However, many SLA researchers would argue that it is an inefficient approach which creates the illusion of learning. They would say that learning an item takes much longer than this approach suggests and that far more experience of the item in communication is necessary for any lasting learning to take place. See language practice; SLA; language use.

Practice

• **Controlled practice**, **restricted practice** When learners use the target language repeatedly and productively in situations in which they have little or no choice of what language they use. The teacher and learners focus on accurate use of the target language. • **Less controlled**,

freer practice, free practice When learners use the target language but have more choice of what they say and what language they use.

Practice teacher (BrE)

A college or university student of pedagogy doing his teaching practice at school

Practice teaching / practicum / teaching practice

In teacher education, it means the opportunities provided for a student teacher to gain experience, usually working together with an experienced teacher – the **co-operating teacher** – for a period of time by teaching that teacher's class. ~ is intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education programme, and a chance to acquire basic teaching skills.

Praise (n.)

Verbal comments that recognize individual students

Praise (v.)

To tell someone they have done well, e.g. *That's excellent. Well done!*

Prediction (n.), **predict** (v.)

A technique or learning strategy learners can use to help with listening or reading. Learners think about the **topic** before they read or listen. They try to imagine what the topic will be or what they are going to read about or listen to, using clues like headlines or pictures accompanying the text or their general knowledge about the text type or topic. This makes it easier for them to understand what they read or hear.

Presentation (n.), **present** (v.)

1. When the teacher introduces new language usually by focusing on it, often by using the board and speaking to the whole class. 2. When a learner or learners gives a talk to their class or group.

Preservice education / preservice training

In teacher education, it is a course or programme of study which student teachers complete before they start teaching. ~ often sets out to show future teachers basic teaching techniques and give them a broad general background in teaching and in their subject matter. This may be compared with in-service education, which refers to experiences which are provided for teachers who are already teaching and which form part of their continued professional development.

Pre-teach (vocabulary)

Before introducing a text to learners, the teacher can teach key vocabulary from the text which s/he thinks the learners do not already know and which is necessary for them to understand the main points of a text.

Primary school

Institution providing 7 years of full-time education to pupils aged 5 to 12 years. There are no academic admissions requirements. Children follow a common curriculum and generally progress automatically to secondary education.

Principal

Headmaster of a school/lyceum; head of a university

Prior knowledge

The knowledge a learner already has about a topic or subject. It is the past knowledge a learner brings to a new learning situation.

Private school

A school that receives no money from the government and where the education of the students is paid for by their parents

Problem solving

Learners work in pairs or groups to find the solution to a problem. Problem-solving activities usually help to develop oral **fluency**. It is the ability to identify and solve problems by applying appropriate skills systematically.

Procedure

The details of exactly what is going to happen in each stage of a lesson, e.g. learners practise the language of complaints in a role-play in pairs.

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 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 evaluation

The way students go about learning. It may or may not be related to what they learned.

Process (n., v.)

To actively think about new information in order to understand it completely and be able to use it in future.

Process writing

An approach to writing, which thinks of writing as a process which includes different stages of writing such as planning, drafting, re-drafting, editing, and proofreading. See **guided writing** and **product writing**.

Proctor

A person who watches people while they are taking an exam to make sure that they have everything they need, that they keep to the rules, etc.

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.

Product evaluation

A formal **test** that occurs at the end of a lesson or lessons

Product writing

An approach to writing which involves analysing and then reproducing models of particular text types. See **guided writing** and **process writing**.

Productive skills

When learners produce language. Speaking and writing are productive skills. See **receptive skills**.

Professional development

Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully.

Professor

A university teacher of the highest rank

Proficiency (n.), **proficient** (adj.)

Level of ability; to be very good at something because of training and practice, e.g. speaking English.

Proficiency test

See **test**.

Profile

See **class, learner profile**.

Programme (of education or training)

An inventory of activities, learning content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills or competences), organised in a logical sequence over a specified period of time.

Progress test

See **test**.

Project assessment

When students design a project that illustrates a specific principle (science fair projects, for example).

Project work

An activity which focuses on completing an extended task or tasks on a specific topic. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.

Prompt (v., n.)

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. When a teacher suggests a word that the learner hasn't remembered, e.g. Learner: *I want to ...... in an office.* Teacher: *Work?* Learner: *Yes, I want to work in an office.* A teacher can also use a word prompt to correct a learner, e.g. Learner: *He don't like that.* Teacher: *Grammar.* Learner: *Sorry – he doesn't like that.* See **elicit**.

Prompting

Assisting students in thinking beyond their response to a question

Proofread (v.)

To read a text in order to check whether there are any mistakes in spelling, grammar, punctuation etc. See **process writing**.

Prop (n.)

An object used by the actors performing in a play or film. Teachers may give learners props to use when they are doing a role play in class.

Provide feedback

See **feedback**.

Provost

(in Britain) the person in charge of a college at some universities

Public school

A private school for young people between the ages of 13 and 18, whose parents pay for their education. The students often live at the school while they are studying.

Pupil

(esp. BrE, becoming old-fashioned) a person who is being taught, especially a child in a school

Pupil profile chart

A table or diagram used by teachers to record learners' performance and progress in different skills during a course. See **chart, assessment chart/assessment profile**.

Pupil-teacher ratio

The total student enrollment divided by the number of full-time equivalent teachers. The pupil-teacher ratio is the most common statistic for comparing data across states; it is usually smaller than average class size because some teachers work outside the classroom.

Puppet

A model of a person or animal often made of paper or cloth, which a teacher or learners can move by putting their hand inside. Puppets are often used when teaching young learners.

Q

Qualification

1. An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a **test** or examination; and/or 2. The requirements for an individual to enter, or progress within an occupation.

Qualitative data

Data that are not in numerical form, such as a written account of what happened during a lesson or an interview.

Qualitative research

Research which uses procedures that make use of **qualitative data**, such as observations and interviews.

Quantitative data

Data that are in numerical form, obtained through counting and measurement.

Quantitative research

Research which uses procedures which gather data in numerical form.

Quiz (esp. AmE)

A very short informal **test** given to students. *Pop quiz* (AmE) a short **test** given to students without any warning.

R

Raise awareness

To help learners to start to understand something that they may not already know by drawing attention to it. For example, if you teach **learning strategies**, it can raise learners' awareness of how to learn.

Rank (v.)

Put in order of importance

Ranking, rank ordering, **prioritising rank**

Putting things in order of importance. In the classroom, a prioritising or rank-ordering activity is a communicative activity in which learners are given a list of things to **rank**. It involves discussion, agreeing/disagreeing and negotiating.

Rapport, **build rapport**

The relationship between the teacher and learners. Teachers try to build or create a good rapport or relationship with their learners.

Rate of acquisition

The speed at which the learner develops L2 proficiency. This is different to the 'route of acquisition'. Register: The kind of language used by particular groups for particular communicative situations, for example law register.

Rationale

The reason for doing something, e.g. the rationale for pre-teaching vocabulary before learners read a text is to help learners read the text more easily. When teachers plan a lesson, they think about a rationale for activities and procedures.

Read for detail

See **detail**.

Read for gist, global understanding

See **gist**.

Reader

1. A senior teacher at a British university just below the rank of a professor 2. An easy book that is intended to help people learn to read their own or a foreign language.

Reading

1. Perceiving a written text in order to understand its contents (usually done silently – *silent reading*); 2. Saying a written text aloud (*oral reading*)

Reading approach

In FL teaching, a programme or method in which reading comprehension is the main objective. In a ~, a) the FL is generally introduced through short passages written with simple vocabulary and structures; b) comprehension is taught through translation and grammatical analysis; c) if the spoken language is taught, it is generally used to reinforce reading and limited to the oral reading of texts.

Realia (pl.)

Three-dimensional objects used for instruction. Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes.

Recall (n., v.)

To remember, bring something back into the mind.

Recast

To reword a sentence or phrase to improve it, e.g. Learner: *I find myself unable to accept your statement* Teacher: *Oh, you don't agree. Why not?* Teachers recast language which may not contain errors but which is inappropriate for the context it is being used in. Compare with **reformulate**.

Receptive skills

When learners do not have to produce language; listening and reading are receptive skills. See **productive skills**.

Recess (AmE)**, break** (BrE)

A rest during the school day between lessons or classes

Recycle

To focus on words or structures that have been taught before, for revision and more practice.

Re-draft

When a piece of writing is changed with the intention of improving it. A writer's first draft may be re-drafted. See **draft, process writing**.

Reference (n.), **refer to** (v.)

To mention something or someone. Also, similar in meaning to comment. Learners can refer to someone or to **reference materials** (e.g. a dictionary) to get advice or information.

Reference materials

The materials which teachers and learners can use to find or check information, e.g. grammar books, dictionaries or CD-ROMs.

Reflect on teaching, **learning**

To think about a lesson after teaching it or to think about learning in order to decide what worked, what did not work and how to improve teaching/learning in the future.

Reflective (teachers)

Teachers who look back on the lessons they have taught and think about what worked and what did not work in order to improve their teaching.

Reflecting teaching

An approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences. In teacher education, this may involve a) journals in which student teachers or practising teachers write about and descrbe classroom experiences and use their descriptions as a basis for review and reflection; b) audio and video taping of a teacher's lesson by the teacher, for purposes of later review and reflection; c) group discussion with peers or a supervisor in order to explore issues that come out of classroom experience.

Reflector

See **teacher role**.

Reformulation (n.), **reformulate** (v.)

When a teacher corrects what a learner has said by repeating the sentence correctly, but without drawing the learners' attention to their mistake. This is usually the way parents 'correct' their young children's language mistakes. Compare with **recast**.

Refresher course

A short period of training to improve one's skills or to teach one about new ideas and developments in one's job

Register

The formality or informality of the language used in a particular situation. Formal register or language is that used in serious or important situations, e.g. in a job application. Informal register or language is that used in relaxed or friendly situations, e.g. with family or friends. Register may also refer to language which is specific to a particular group, e.g. technical register, scientific register.

Registrar

The senior administrative officer in a college or university

Reinforce

See **consolidate**.

Relevance (n.), **relevant** (adj.)

The degree to which something is related to or useful in a situation.

Reliability

In testing, it is a measure of the degree to which a **test** gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people.

Remedial course

A course for school students who are slower at learning than others

Remediation

A teacher comment that helps students reach a more accurate or higher-level response.

Repair strategy

An utterance which corrects or modifies what has just been said.

Repetition (n.), **repeat** (v.)

To say something again, often for practice. This is often done in **drills**.

Report back (v.)

When a learner tells the whole class what was discussed in group work or pair work.

Report card (AmE**)**, **school report** (BrE)

A written statement about a student's work at school, college, etc.

Research

A careful study of a subject, especially in order to discover new facts or information about it

Researcher

A person who carries out research

Resources

~ are the variety of sources teachers can draw on in the process of locating, selecting and/or producing ideas, texts, activities, tasks and reference materials useful for their learners. See **aids**, **reference materials**, **learning resources**.

Response (n.), **respond** (v.)

A reply or reaction to communication such as a laugh, a smile, saying something. Teachers and learners may respond to each other in writing, speech or in the form of a facial expression.

Restricted practice

See **practice**.

Retraining

Training enabling individuals to access either an occupation requiring skills other than these for which they were prepared originally, or new professional activities.

Review (n., v.), **revision** (n.), **revise** (v.)

When a learner, often guided by the teacher, looks again at language that has already been taught in order to remember this language better. Teachers may choose to review vocabulary or grammatical structures in the classroom, for example, in order to help learners consolidate the language or to prepare for a **test**.

Revise (BrE), **review** (AmE), **study (for an exam)**

Prepare for an exam by looking again at work that one has done

Rhyme

1. Words that sound similar because they have the same ending, 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.*

Risk-taking

A personality factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk. ~ is said to be an important characteristic of successful foreign or second language learning, since learners have to be willing to try out hunches about the new language and take the risk of being wrong.

Role-play

A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview role-play where one learner would be the interviewer and the other learner would be the interviewee. Role-plays are usually done in pairs or groups.

Round robin

A small group setting in which each student shares information.

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 learners to record new words with their meaning and an example sentence. It also means ways of managing the classroom; an established set of expectations.

RSS (Really Simple Syndication)

Software which organizes online sources of information for the individual

Rubric

Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1). It also means **w**ritten instructions for an exercise, activity or task in a test.

S

Scaffolding

A term originally used to refer to teacher talk that supports pupils in carrying out activities and helps them to solve problems. Examples include **simplifying tasks** by breaking them down into smaller steps; keeping pupils focused on completing the task by reminding them of what the goal is; showing other ways of doing tasks. Scaffolding also includes support strategies for writing and speaking, examples of which are the use of **substitution tables** and **language frames**. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.

Scan

To read a text quickly to pick out specific information, e.g. finding a phone number in a phone book. See **detail, gist, global understanding, skim**.

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.

Scheme of work

A basic plan of what a teacher will teach for a number of lessons. Its aim is to try to ensure that lessons fit logically together, to give the teacher clear goals and to try to ensure a balance of language, skills, topics and activities over a number of weeks or months.

Scholar

1. A person who knows a lot about a particular subject because they have studied it in detail
2. A student who has been given a scholarship to study at a school, college or university

Scholarship

An amount of money given to somebody by an organization to help pay for their education

Scholarship holder (AmE)

A person who has obtained scholarships

School

1. A place where children go to be educated 2. A department of a college or university that teaches a particular subject

School leaver (BrE), **high-school graduate** (AmE)

A person who has just left school, especially when they are looking for a job

Schoolboy /schoolgirl, schoolchildren

A boy/a girl/children who attends/attend school

Schoolday

1. A day when children have lessons 2. (pl.) the period in one's life when one goes to school

Science

Knowledge about the structure and behaviour of the natural and physical world based on facts that one can prove, for example by experiments; a particular branch of science; a study of science

Science faculty, faculty of sciences

A group of related departments in a college or university where natural sciences can be studied and researched

Scientifically based research

Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs

Scientist

A person who studies one or more natural sciences (i.e. physics, chemistry and biology)

Script

A set of letters used for writing a particular language, e.g. Arabic script, Cyrillic script, Roman script.

Search engine

A computer program designed to find websites based on keywords you enter.

Seating arrangement, **seating plan**

The way the learners sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables. A plan of where the learners should sit in the classroom.

Second language learners

Students whose primary language is not English. They are learning English as their second language.

Second language / L2

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 Ukrainian is a second language in Transcarpathia for Hungarians. See **foreign language**.

Secondary school

Institution offering 4 or 6 years of full-time education to pupils aged 12 to 16 or 18 years. Pupils are admitted on completion of 7 years of **primary school**.

Self-access centre, **learning centre**

A place with learning resources such as books, computers and cassettes where learners 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 centre.

Self-assessment

~ is a judgement made by the learner on his or her own performance, knowledge, strategies etc. See **assessment**.

Self-correction

See **correction**.

Self-monitor

See **monitor**.

Semester (AmE)

One of the two periods that the American school year is divided into

Senior

An older child in a school (BrE); a student in the last year at a high school or college (AmE)

Senior high school (in the USA)

A school for young people between the ages of 14 and 18

Senior lecturer (BrE)

A person teaching at a college or university having a higher rank than a lecturer

Sentence completion

A task-type in which learners are given parts of a sentence, e.g. the beginning or the end, and are asked to complete the sentence, using specific target language, e.g. *At the weekend, I love … ; In the evenings, I enjoy … .*

Sentence dominoes

A pair or group game in which learners match half-sentences, in order to make full sentences. They do this by taking turns to join dominoes which, in the context of language teaching, are typically single pieces of paper with 2 half sentences on them, at either end of other dominoes. e.g. *…midnight / I went to university in …* would match with *I went to bed at /…six years.* As the game continues, learners develop a line of sentences.

Sentence transformation

A task-type in which learners are given a sentence and a prompt, and have to make a second sentence using the prompt 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 (n., v.)

A sequence is a series of things, which follow each other in a logical order. Learners can sequence pictures in a story, i.e. put them in order.

Session

A school or university year during which lessons/classes are held by teachers

Set a question/task/test

To give learners a question to answer or a task or test to do.

Set the scene/the context

To explain or present the context of something learners will read, hear, talk or write about, to make the situation clear for them, e.g. before playing a recording a teacher might tell learners who the people are on the recording and where they are.

Settler (n.)

An activity used to quieten and calm children perhaps done after a more lively activity. For example, a piece of copying or quiet drawing or colouring in. See **stirrer**.

Silent period

The time when learners who are beginning to learn a first (or second) language prefer to listen (or read) before producing the language, e.g. babies have a silent period when they listen to their parents before starting to try to speak themselves.

Silent Way

Like Suggestopaedia, The Silent Way method rests on more cognitive than affective arguments for its theoretical sustenance. But the method lies in a problem-solving approach to learning. – Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. - Learning is facilitated by accompanying (mediating) physical objects. – Learning is facilitated by problem solving involving the material to be learned. The Silent Way method was fond of "discovery learning" activities.

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.

Simplify (v.), **simplification** (n.)

To make something easier. Simplifying language or tasks is a common **scaffolding** strategy, for example.

Simulation

An activity in which students are given real-life problem-solving situations. The emphasis is on student decision-making.

Situational presentation

A way of presenting new language through a simple story or situation. The teacher may use pictures or other aids to help him/her create the situation.

Skill

The knowledge and experience needed to perform a specific task or job. The four language skills are listening, speaking, reading and writing. See **develop skills, subskills, receptive skills, productive skills**.

Skim

To read a text quickly to get a general idea of what it is about. See **detail, gist, global understanding**.

Skype

A software program which uses peer-to-peer data transfer techniques to facilitate free audio and video conversations over the Internet

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

See **error**.

Smiley

A picture of a happy face ☺ . Teachers can use a smiley to point out good features of learners' written work. Learners can use a smiley to indicate strengths or progress in their own English, or to show features of a lesson they enjoyed.

Socio-cultural

~ refers to language actions, activities, behaviour, attitudes, values, norms etc. which relate to specific communities, and which are also manifestations and reflections of a particular culture or particular cultures in which they are embedded.

Socioeconomically disadvantaged

Students whose parents do not have a high school diploma or who participate in the federally funded free/reduced price meal program because of low family income.

Solution (n.), **solve** (v.)

An answer to a problem.

Sophomore

1. (AmE) second-year student 2. (AmE) a learner in the second year of study at a high school

Special day classes

Full-day classes for students with learning disabilities, speech and/or language impairments, serious emotional disturbances, cognitive delays, and a range of other impairments. Classes are taught by certified special education teachers. A student may be placed in a regular classroom as appropriate according to the student's IEP.

Special education

Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

Special needs education

Educational activity and support designed to address special education needs. *Comment:* the term "special needs education" replaces the term "special education". The older term was mainly understood to refer to the education of children with disabilities, taking place in special schools or institutions distinct from, and outside of, the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions of the regular system. Moreover, the concept of "children with special educational needs" extends beyond disabled children. It covers children who are failing school for many other reasons that are known to impede a child's optimal progress.

Specials

Classes usually designated as non-academic. They typically include art class, P.E., library time, and music class.

Specification (n.), **to specify (aims)** (v.), **specific** (adj.)

A clear and exact description of something, e.g. aims. Aims are specified at the beginning of a lesson plan and for individual stages in the lesson.

Spiral approach (cyclical approach)

A **syllabus** in which items recur throughout the syllabus but are treated in greater depth or in more detail when they recur. This may be contrasted with a *linear syllabus*, in which syllabus items are dealt with once only.

Stage aim

See **aim**.

Stage, **step**

A section of a lesson. Lessons work through different stages or steps such as lead-in, presentation, controlled practice etc.

Standardized test

A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students.

Standards

A description of what students should know or be able to do.

Standards-based teaching

When teachers use activities and lessons to ensure that students master a predetermined set of requirements or standards

Standards-referenced tests

Also known as standards-based assessments

State school

A state-supported school

Step

See **stage**.

Sticker

A label with a picture or message on it that has 'glue' on the back of it. Teachers may use stickers to keep things on the classroom wall or on the board.

Stimulate discussion

To encourage learners to talk about something. This can be done in different ways such as through a text or a picture.

Stimulate interest

See **arouse interest**.

Stimulus

An event that causes something else to happen or take place

Stirrer (n.)

A lively activity teachers use to activate children in class. For example, a mingle or an action game. See **settler**.

Story corner

A permanent space in the classroom where learners can tell each other stories or sit quietly and read stories.

Storyboard

To show the events in a story sometimes with speech and thoughts or short text.

Storybook

A book with stories for children.

Strategies

~ are seen as a hinge between a learner's resources (competences) and what he/she can do with them (communicative activities)' (CEFR p25).

Strategy training

Training in the use of learning strategies in order to improve a learner's effectiveness. A number of approaches to strategy training are used, including: *explicit or direct training* – learners are given information about the value and purpose of particular strategies, taught how to use them, and how to monitor their own use of strategies; *embedded strategy training* – the strategies to be taught are not taught explicitly but are imbedded in the regular content of an academic subject area, such as reading, maths, or science; *combination strategy training* – explicit strategy training is followed by embedded strategy training.

Stream (BrE**), track (**AmE**)**

A group in which students of the same age and level of ability are placed in some schools

Structural approach

A way of teaching which uses a syllabus based on grammatical structures. The order in which the language is presented is usually based on how difficult it is thought to be.

Student

A person who is studying at a university or college (BrE); a person who is studying at a secondary school (AmE)

Student blog

A blog which an individual student sets up and maintains

Student body

All the students of an educational establishment

Student loan

Loan given to students to pay for their education

Student Study Team / Student Success Team

A team of educators that comes together at the request of a classroom teacher, parent, or counsellor to design in-class intervention techniques to meet the needs of a particular student

Student teacher (AmE)

A teacher in training who is in the last semester of a teacher education program. Student teachers work with a regular teacher who supervises their practice teaching.

Subjective test

See **test**.

Subsidiary aim

See **aim**.

Subskill

Each of the four language skills can be divided into smaller subskills that are all part of the main skill, e.g. identifying text organisation (reading); identifying word stress (listening). See **detail, gist**, **global understanding**, **scan**, **skim**

Substitution

Replacing words, phrases or clauses in discourse with another word or words to achieve cohesion e.g. in the sentence *'Bill is going to university next year, and Jim is too'*, *'too'* substitutes for *'going to university next year'*.

Substitution drill

See **drill**.

Substitution table

A grid giving a choice of grammatical forms.

Subtest

A test which is given as part of a longer test. For example, a language-proficiency test may contain subtests of grammar, writing, and speaking.

Suggestopaedia

Derived from Bulgarian psychologist Georgi Lozanov, Suggestopaedia has not been as successful as CLL. The idea brought by Lozanov was that people should be able to learn a lot more when the right conditions for learning would be set. Drawn from insight of Soviet psychological research on extrasensory perception and from yoga, Suggestopaedia capitalized

on relaxed states of mind for maximum retention of material. Music, with specific rhythm, was central to this method. The followers would "experiment" the foreign language with the presentation of vocabulary, readings, dialogs, role-plays, drama, and a variety of other typical classroom activities.

Summa cum laude (AmE)

(from Latin) (in the USA) at the highest level of achievement that students can reach when they finish their studies at college or university. Compare: **cum laude, magna cum laude.** E.g. *He graduated summa cum laude from Harvard.*

Summary (n.), **summarise** (v.)

To take out the main points of a long text, and rewrite or retell them in a short, clear way.

Summative assessment

See **assessment**.

Summative evaluation

Evaluation that occurs at the end of a unit of study

Summative test

See **test**.

Supervision

In teacher education, it is the monitoring and evaluation of a student teacher's teaching performance by a supervisor. Current approaches to ~ differ with respect to whether the supervisor's primary role is seen to be as an evaluator of teaching performance or as a facilitator or consultant. When the former is the case, the supervisor seeks to point out the differences between actual teaching performance and ideal teaching behaviour, guiding the student teacher's development and offering suggestions for improvement. When the supervisor acts more as a consultant or facilitator, the goal is to explore aspects of teaching that have been determined through negotiation and to encourage teacher self-development through reflection and self-observation.

Supplementary material (n.), **supplement** (v.)

The books and other materials which teachers can use in addition to a course book, e.g. pronunciation practice materials. This is material designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items. See **course book**.

Supportive (adj.)

Providing help or encouragement. The opposite of supportive is **unsupportive**. Effective teachers create a supportive atmosphere in their classes.

Survey (n.)

An activity in which learners find out information from others by asking questions or using questionnaires in order to practise speaking skills and/or specific language.

Swap (v.)

To change one thing for another, e.g. in class a teacher could ask learners to swap partners so that they can work with someone different.

Syllabus (pl. syllabi)

This describes the language and skills to be covered on a course, and the order in which they will be taught. See **curriculum.**

T

Take notes

See **note-taking**.

Take risks

When learners take risks they experiment with language.

Tapescript, **audio script**, **transcript**

The written version of the words learners hear when doing a listening activity. These can often be found in a teacher's book or at the back of the learner'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 (often called the **L2**). This is the language that the learner is attempting to learn.

Target language culture

The traditions and culture of the country whose language is being studied.

Task

An activity that learners complete. For example, problem-solving activities or information-gap activities are tasks. A task usually focuses on communication. Task may also be used as another word for activity. ~ is 'any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved.' (CEFR, p10) See **Task-based Learning (TBL)**.

Task-based

This refers to materials or courses which are designed around a series of authentic tasks which give learners experience of using the language in ways in which it is used in the 'real world' outside the classroom. They have no pre-determined language syllabus and the aim is for learners to learn from the tasks the language they need to participate successfully in them. Examples of such tasks would be working out the itinerary of a journey from a timetable, completing a passport application form, ordering a product from a catalogue and giving directions to the post office. See **authentic tasks**.

Task orientation

The degree to which a teacher provides learning opportunities (as opposed to dealing with management issues) for students.

Task-based learning (TBL)

A way of teaching in which the teacher gives learners meaningful tasks to do. After this the teacher may ask learners to think about the language they used while doing the tasks, but the main focus for learners is on the task itself. Project work is often task-based.

Task type

A set of questions that are all of one kind, e.g. multiple choice, gap-fill, matching.

Taxonomy

An orderly classification of items according to various levels (low to high, small to large).

Teacher burnout

The time in a teacher's life when the demands and expectations of the job exceed one's perceived ability to accomplish them.

Teacher role

Teacher role refers to the different functions a teacher can have in a class and the different ways a teacher can manage the classroom and the learners, 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 learners as they work. Teacher roles include: • **Assessor** *Assessing* learners' performance, behaviour, effort and contribution. *Checking* understanding, *Evaluating* learners' performance, behaviour, and contribution. *Testing* learner progress and level. *Providing* feedback on work, progress, behaviour and contribution. • **Contributor** *Contributing* ideas or information other than language, e.g. participating in discussions. • **Counsellor** *Giving* learners advice on difficulties they may have outside of their language class. *Showing* understanding of issues learners bring to the classroom from outside. • **Diagnostician** *Diagnosing, evaluating* learners' needs and difficulties. • **Facilitator** *Developing* learner autonomy. *Enabling* learners to fulfil their potential. *Helping* learners to access resources. *Providing* opportunities for individual learning. • **Language resource** *Clarifying* language. *Correcting* learner language. *Consolidating* learner language. **Contextualising** language. *Eliciting* language. *Explaining* language. *Modelling* language. *Personalising* language. *Providing* language input. • **Manager** *Managing* the learners, the lessons and procedures in the classroom, e.g. *Controlling* the group dynamic. *Deciding on* interaction patterns. *Demonstrating* tasks and activities. *Developing* rapport. *Encouraging* learners. *Giving* instructions. *Motivating* learners. *Praising* learners. *Maintaining* discipline. *Responding to* classroom problems as they happen. • **Monitor/Observer** *Monitoring, observing* and *collecting* information about learner performance, behaviour, contribution and effort and progress. *Keeping* a written record of learners' work. • **Narrator** *Narrating* stories

and things that have happened. • **Planner** *Anticipating* problems**.** *Deciding* on a methodology for lessons. *Designing* and *adapting* texts and materials for lessons. *Preparing* texts and tasks for learners. *Selecting* materials and texts for lessons. • **Reflector** *Thinking* about his/her own performance. *Reflecting* on learners' progress.

Teacher's book

See **book**.

Teacher-centred

When the teacher is seen as the source of all knowledge in the learning process and acts as the provider of knowledge rather than making use of the knowledge and experience of the students to guide the learning process. See **learner-centred**.

Teacher's guide

A supplement to a textbook which includes a collection of teaching materials, lessons, ideas, and activities to help you teach the subject

Teacher talk

Teachers address classroom language learners differently from the way they address other kinds of classroom learners. They make adjustments to both language form and language function in order to facilitate communication. These adjustments are referred to as '~'.

Teaching staff

All the teachers at an educational establishment

Team teaching

A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers. Student teachers often team teach when they start their training in order to build up confidence and experience without having the sole responsibility for a whole class. Team teaching may involve teachers of the same or different subjects.

Team work

~ refers to the process or product of a number of individuals working together to produce a common project, joint piece of work, an agreed solution to a problem.

Technical college (BrE), **college of technology** (BrE)

A college where students can mainly study practical subjects

Technique

A technique is a specific classroom device or activity, [such as a role-play] that is consistent with a method and therefore in harmony with an approach. Some techniques are used in more than one method, e.g. modelling & repetition.

TEFL

Teaching English as a Foreign Language – a term that refers to teacher training programs in EFL

TELL (Technology Enhanced Language Learning)

Derived from the term CALL, this is an approach to language teaching and learning which uses a range of technology and electronic media.

Term (BrE)

One of the three periods in the year during which classes are held in schools, universities, etc.

Tertiary education (BrE)

Education at university or college level

TESL

Teaching English as a Second Language – a term that refers to teacher training programs in ESL

TESOL

Teaching English to Speakers of Other Languages – a term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also, a 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 learner's language. An **achievement test** is used to see how well learners have learned the language and skills taught in class. Achievement tests are often at the end of term or end of the year and test the main points of what has been taught in that time. A **diagnostic test** is used to identify problems that learners have with language or skills. The teacher diagnoses the language problems learners have. It can also be used to diagnose learner strengths. It helps the teacher to plan what to teach, or what not to teach, in future. An **objective test** is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right answer. A **placement test** is often used at the beginning of a course in a language school in order to identify a learner's level of language and find the best class for them. A **proficiency test** is used to see how good learners are at using the target language. The contents of a proficiency test are not chosen according to what has been taught, but according to what is needed for a particular purpose, e.g. English for hotel receptionists, English for studying at university, English for general communication. Cambridge ESOL First Certificate in English (FCE) and IELTS are examples of proficiency tests. A **progress test** is used during a course in order to assess the learning up to a particular

point in the course. 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. A **summative test** is used at the end of a course. The focus is on the mark or grade given and feedback is not usually provided. See **formative assessment**.

Test-teach-test

A way of teaching new language. The teacher asks learners to do a task 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 learners (*teach*), then asks the learners to do another task using the new language correctly (this is the second *test*). This way of approaching teaching target language can be helpful if the teacher thinks the learners may already know some of the target language. It helps the teacher diagnose what the learners need to learn so that s/he can focus only on what learners need to learn in the presentation (*teach*) stage.

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 is used to cover any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange. There can thus be no act of communication through language without a text' (CEFR p93).

Text types

~ are groups of texts which exhibit similar features resulting from their overall function, from rhetorical conventions associated with them, from style etc. Common spoken/spoken interaction text types are: telephone calls, conversations, jokes, stories. Common written text types are: narrative texts, informative (articles etc), persuasive (speeches etc), letters, poems, advertisements, emails, text messages etc.

Textbook

A collection of the knowledge, concepts, and principles of a selected topic or course. See **book**.

The three R's ("reading, 'riting, and 'rithmetic")

The three basic subjects in primary education

Thematic unit

A unit of study that has lessons focused on a specific theme, sometimes covering all core subject areas. It is often used as an alternative approach to teaching history or social studies chronologically.

Theme (n.), **thematic** (adj.)

The main subject of a conversation, a text or a lesson.

Thesaurus

See **dictionary**.

Think-aloud tasks

These are tasks designed to collect introspective data on the strategies learners use. Learners are asked to perform a task (for example, completing a **cloze test**) and concurrently report the thought processes they are using to accomplish the task.

Timing

The likely time 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 on their plan.

TOEFL test

*T*est *o*f *E*nglish as a *f*oreign *l*anguage – a standardized test of English proficiency; it is widely used to measure the English-language proficiency of foreign students wishing to enter American universities

Topic

The subject of a text or lesson.

Total Physical Response (TPR)

A way of teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them, e.g. *Open the window. Stand up.* Over the years, language teachers have intuitively recognized the value of associating language with physical activity. James Asher (1977) developed the Total Physical Response method from this idea. In addition to evolve around that concept, the method also combines insights from children language acquisition concepts. Asher believed that the process of learning should include a lot of reading and listening before acting. He also gave importance to "right brained" learning, whereas the right brain hosts motor activity. In a TPR classroom, the students would a great deal of listening and acting. The teacher would give many directives for the students perform the acting. As Asher quoted, "The instructor is the director of a stage play in which the students are the actors." This over-directing attitude of the teacher was believed to reduce stress for the students, and therefore facilitate learning.

Trace

To copy a picture by putting transparent paper on top of it and following the lines with your pencil.

Tracking

A common instructional practice of organizing students in groups based on their academic skills. Tracking allows a teacher to provide the same level of instruction to the entire group.

Tracking facility

The ability to monitor student performance

Train (v.)

To teach someone to do a particular job or activity. For example, *John trains people to sing*. It also means to study or learn to do something. For example, *I trained to be a teacher*.

Trainee

Someone learning to do a particular job or activity. For example, a trainee teacher is someone learning to be a teacher.

Trainer

Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace. *Comment:* (a) two categories of trainer can be distinguished: - *professional trainers* are teaching specialists who have completed a teacher training course for delivering vocational training. Their job may coincide with that of the teacher in a vocational training establishment; - *part-time or occasional trainers* are professionals in various fields who take on, in their normal duties, part-time training activity, either in the company (as mentors and tutors of recruits and apprentices or as training providers) or externally (by occasionally offering their services at a training establishment); (b) trainers must carry out various tasks: - *design* training activities; - *organise* and *implement* these activities; - *provide the actual training,* i.e. transfer knowledge, know-how and skills*; - help apprentices develop their skills* by providing advice, instructions and comments throughout the apprenticeship.

Training of trainers

Theoretical or practical training for teachers and trainers. *Comment:* training of trainers: (a) is for teaching/training personnel, either practising: (i) as *professional* teachers or trainers; (ii) as professionals in a given field who accompany trainees in their work environment (*occasional* or part-time teachers or trainers); (b) covers a wide range of skills: knowledge specific to the field in question (general, technical or scientific); educational, psychological

and sociological skills; management skills; familiarity with the world of work; and knowledge of training schemes and target audience; (c) also covers training related to *course design, organisation and implementation* as well as the content of training activities, i.e. imparting knowledge, know-how and skills.

Transcript

See **tapescript**.

Transfer

Knowledge of the L1 is used to help in learning the L2. Transfer can be positive, when the two languages have similar structures, or it can be negative, when the two languages are different, and L1-induced errors occur.

Transformation drill

See **drill**.

Tuition

The act of teaching something, esp. to one person or to people in small groups

Turn, **turn-taking**

When someone speaks in a conversation this is called a turn. Speaking and then allowing another person to speak in reply is called 'turn-taking'.

Tutor

A private teacher, esp. one who teaches an individual student or a very small group

Tutorial

When a teacher talks to a learner individually or to a small group of learners to discuss their learning and give feedback on their progress in class.

Tutoring

Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job). *Comment*: tutoring covers various activities: - academic subjects (to improve educational achievement); - careers (to ease the transition from school to work); - personal development (to encourage learners to make wise choices).

U

UCLES

University of Cambridge Local Examinations Syndicate. Syndicate of local examination centres around the world that administer the University of Cambridge ESOL examinations.

Undergraduate

University or college student who is studying for their first degree

Universal grammar

A set of general principles that apply to all languages, rather than a set of particular rules

University college

A college which is administratively part of a university

Unmotivated

See **motivation.**

Unsupportive

Not being helpful or encouraging. See **supportive.**

Upper primary forms/classes

Groups of learners aged 10-15 in Ukraine (forms 5 – 9)

Usage

Widdowson (1978: 3) uses the term ~ to refer to 'that aspect of performance which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules'. The term contrasts with **use.**

Use

Widdowson (1978: 3) uses the term ~ to refer to that aspect of performance which 'makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication'.

Utterance

A complete unit of speech in spoken language. An utterance can be shorter than a sentence, e.g. A: *When's he coming?* B: *Tomorrow. 'Tomorrow'* is an utterance here.

V

Validity

In testing, it is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

Variability

Language learners vary in the use they make of their linguistic knowledge. This can be systematic or unsystematic.

Varieties of English

English is spoken as a first or second language in many countries around the world, but the English spoken may be slightly or significantly different in each country or in different parts of one country, e.g. different vocabulary or grammar may be used. An example of this is the English spoken in the USA and that spoken in the UK.

Venn diagram

A drawing of circles that cross over each other showing the similarities and differences between two or three objects, people, concepts, places. They are also used to show a whole set of items and a sub-set of those items. See **pie chart**.

Verbal-linguistic intelligence

The ability to use and produce language effectively

Version

A particular form of something in which some details are different from an earlier or later form of it, e.g. a written text may have different versions.

Video clip

See **clip**.

Video conferencing

A meeting between people who are not physically present, via computers connected to the Internet, using technologies such as video cameras and audio tools, simultaneously.

Virtual course

A course of distance learning via the Internet

Visiting professor

A professor who is teaching for a fixed period at a particular university or college, but who normally teaches at another one.

Visual aid

A picture, a diagram or anything else the learners can look at which can help teachers illustrate form or meaning. See **aids, realia**.

Visual learner

See **learning style**.

Visualisation (n.), **visualise** (v.)

To form a mental picture of something. Visualisation can help learners to remember new words or can be used for creative story-telling. A classroom activity where learners close their eyes and create mental images.

Visual-spatial intelligence

The ability to create visual images in the form of drawings, designs, maps, puzzles, mazes, and other creative items

Vlog

Short for video blog

Vocabulary

See **lexis**.

Vocational education and training (VET)

Education and training which aims to equip people with skills and competences that can be used on the labour market.

Vodcast

A video podcast

Volunteer (n., v.)

A learner who offers to help the teacher in class, for example by answering a question, handing out books or cleaning the board.

w

Wait time

The time that teachers wait in order to give learners time to respond to questions rather than expecting an immediate response. This is the time between the asking of a question and the solicitation of a response.

Warmer (n.), **warm up** (v.)

An activity that a teacher uses at the beginning of a lesson to give the class more energy. See **energy levels**.

Webquest

A project which requires learners to use Internet resources and websites to find information. A webquest has four main stages: Introduction, Task, Process and Evaluation.

Whole class

See **open class**.

Whole language

A teaching method that focuses on reading for meaning in context

Whole-word-method

A method for teaching children to read in the mother tongue, in which children are taught to recognize whole words rather than letter-names (as in the **alphabetic method**) or sounds (as in **phonics**). It usually leads to the use of the sentence method, where whole sentences are used.

Word bank

A list of key words required for learning subject concepts which can be used to pre-teach, to support input and to help learners remember key subject vocabulary.

Word map, **mind map**

A diagram which is used to make a visual record of vocabulary on the same topic, e.g. car bus transport train plane

Word prompt

See **prompt**.

Word snake

A reading or writing activity involving words written in the shape of a snake. Each new word begins with the first letter of the previous word, e.g. *Dog giraffe elephant tiger.*

Wordsearch

A grid in which each square has a letter of the alphabet. Words are hidden in the grid and learners have to find them.

Work out

When learners try to understand how and why a particular piece of language is used or how it is formed. For example, learners read a text with different past tenses then look at the example sentences in the text and work out how the different tenses are used and how they are formed. See **deduce meaning from context**.

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. See **book**.

Worksheet

See **handout**.

Workshop

A period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience.

Written fluency

See **fluency**.

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