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# Dictionary of ELT terms and acronyms
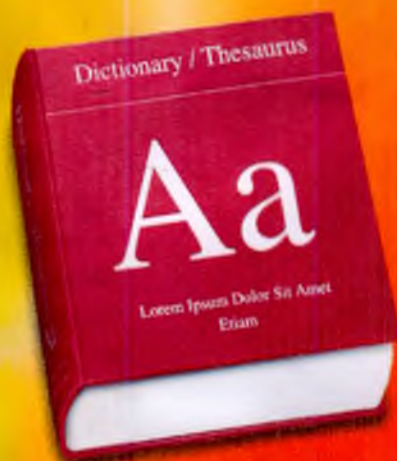
# Dictionary of ELT terms and acronyms

Kollej, litsey, o'qituvchilari va oily o'quv yurtlari talabalari uchun

## O'QUV USLUBIY QO'LLANMA

**Tuzuvchilar:**     Ingliz tili va adabiyoti kafedrasi

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**Taqrizchilar:**     Namangan davlat universiteti filologiya

Ingliz tili va adabiyoti kafedrasi

dotsenti  f.f.n. Q.Sidiqov


Ingliz filologiyasi fakulteti dekani p.f.n S.Misirov

Ushbu o'quv qo'llanma Namangan davlat universiteti o'quv uslubiy kengashida muhokama qilingan va nashrga tavsiya etilgan.

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# PREFACE

This manual is compiled in order to help English teachers who are eager to to enhance their understanding the concepts relating to the field of English language teaching methodology and use them in language classes, to make their teaching and preparing easy providing them with ready definitions of ELT terms and acronyms. We are happy to be able to offer the resource that complement foreign language teaching lessons and make them more interesting and lively.

Learning is more effective if the learners are actively involved in the process and well-aware of the key terms and concepts relating to the content investigated. The degree of learner activity depends on the materials they are working on, the topic and concepts they are dealing with and the interaction patterns they are involved in. The resource gives creative teachers opportunity to design variety of activities and tasks. Taking into consideration above mentioned advantages why don't we use the process of acquiring a new language to gain further insights into methodological terms and acronyms? This means, for example, making students involved and well-informed, promoting students to explore the field.

As well as this the resourse can be useful for the students of universities and faculties of foreign languages, for the participants of the institutes of retraining the teachers, for independent researchers of the field.

# Glossary of methodological terms (specifically ELT)

**Academic** – relating to education, especially at college or university level.

**Accent** – the way someone pronounces the words of a language, showing which country they come from.

**Accuracy** - accuracy describes the ability to write or speak a foreign language without making grammatical, vocabulary, and spelling or pronunciation mistakes. It is often contrasted with fluency. Classroom activities are sometimes categorized into those that promote fluency and those that promote accuracy.

**Acquisition** - the way in which languages are learnt unconsciously or 'picked up' by exposure to comprehensible input. In this definition, the term *acquisition* is used in contrast to *learning*, which is seen as a deliberate and conscious process of rule learning and self-monitoring of language use. However the terms *acquisition* and *learning* are used interchangeably by some writers.

**Acronym** - a set of letters containing the first letters of a group of words that is a name or phrase e.g. ELT (English Language Teaching), TBC (to be confirmed), UNESCO (*United Nations Educational, Scientific, and Cultural Organization*). Acronyms often belong to particular contexts and may not be understood by people outside that context e.g. acronyms used in ELT, such as PPP, TBL, TPR, TTT.

**Activity** – this term is more general and refers to any kind of purposeful classroom procedure that involves learners doing

something that relates to the goals of the course. For example singing a song, playing a game, taking part in a debate, having a group discussion, are all different kinds of teaching activities.

**Affective filter** - certain researchers into language acquisition, particularly Stephen Krashen, maintain that language learning is facilitated or obstructed by an 'affective filter'. The filter is made up of attitudes or feelings which are said to control and select the input learners absorb from their environment. If their affective filter is set low, learners are open to receiving input. If it is set high, because they are stressed/ anxious/ poorly motivated etc., then they are not open to receiving input.

**Affixation** - this term refers to the addition of a morpheme at the beginning or end of a word (prefixes and suffixes). This additional morpheme changes the meaning of the word. Affixes can also change the part of speech of a word e.g. *happy→ happiness*, they can make opposites e.g. *happy→ unhappy* or they can have a grammatical function e.g. the regular past tense suffix-ed.

**Affordance/affordances** - the learning potential of a text, a context or a situation which provides the learner with the opportunity acquire – or learn – new language. The term often occurs in its plural form. The classroom, too, can provide the learner with affordances for learning e.g. when learners gradually pick up and identify moments for use of classroom language such as 'I don't understand', 'I have a question', 'Please, can you help me'.

**Allophone** - this is a phonological term which refers to a sound which can replace another sound in a word without changing its meaning, for example, in the word 'bath' the 'a' sound can be pronounced either as /æ/ or as /ɑː/ without the meaning being changed. So, in this word, these two sounds are allophones. The phoneme /ɜː/ in /bɜːθ/ is not an allophone in this instance as it changes the meaning of the word.

**Analysis** – a careful examination of something in order to understand it better.

**Analytic/holistic** - analytic and holistic assessment are two ways of evaluating the performance of learners in order to give grades. In analytic assessment, separate grades are awarded to different typical features of a performance, whereas in holistic assessment markers give a grade based on their evaluation of a learner's overall performance.

**Anaphoric and cataphoric reference** - these are two terms used to describe words which refer to other words in a sentence or text. Anaphoric reference refers to words that have occurred previously, while cataphoric reference refers to words that come later. Pronouns, determiners and demonstrative adjectives often fulfil these functions, which contribute to the cohesion of discourse.

**Antonym** – a word that means the opposite of another word.

**Application** – use of abstractions in particular and concrete situation.

**Approach** - an approach to language teaching is the set of beliefs on which that teaching is based. The beliefs cover what language is, how it is used and learnt. From these beliefs a set of teaching practices are built. The terms *method* and *approach* are sometimes used interchangeably, with *approach* being used nowadays more commonly than *method*, perhaps because it implies a less rigid set of teaching practices than *method*, e.g. The Lexical Approach v the Direct Method.

**Appropriacy** - this refers to the degree of fit or suitability that there is between a piece of language and the social context in which it is used. When the piece of language matches the social context it is said to be appropriate. When it doesn't match it is said to be inappropriate. To match, it needs to be of the equivalent degree of formality. Appropriacy can be seen in pronunciation, vocabulary, grammar or discourse. The terms *appropriacy* and *appropriateness* are often used interchangeably in this meaning.

**Aptitude** – natural ability or skill, especially in learning.

**Assessment** – a process in which someone make a judgment about a person or situation. Based on specific criteria.

**Assessment and testing** - these terms are sometimes used interchangeably to refer to the collection of data about and awarding of marks to learner performance. Sometimes, however, testing is used just to refer to evaluation involving tests, whereas assessment encompasses not only tests but also other means of

assessment such as observation, portfolios, case studies, interviews etc.

**Assessment criteria** - these are levels or qualities of performance that markers use consciously or unconsciously to grade learners' performance. To prevent assessment criteria being used randomly or unreliably and to guide markers, assessment criteria are very often written out in the form of analytic or holistic (**see analytic/holistic**) band descriptors or checklists

**Assessment for learning** - this kind of assessment is often contrasted with assessment *of* learning. It aims at promoting and encouraging learning rather than just evaluating or assessing it, seeing assessment as a means of identifying what learning needs to be focused on next. It often takes the form of formative assessment during lessons and encourages learner autonomy as a way of achieving its purposes.

**Assimilation** – the process of understanding and using new ideas.

**Attested language** - attested languages are languages which can be proved to exist or to have existed because of documents showing them in use or because they are still spoken. They contrast with unattested languages. Unattested languages are supposed to have existed and experts have sometimes hypothesized what some of their forms and lexis must have been, but there is no proof of their existence

**Auding** – to recognize and to comprehend the content of speech.

**Audio-lingual** - the audio-lingual method focused on drilling key language structures orally. It was popular in the 1950s and 1960s, and derived from the behaviourist belief that repetition helped form habits. Although it has since been shown that repetition is not key to learning language, the method continues to be used by some teachers, often as a part of PPP (Presentation, Practice, Production).

**Authentic task** - an authentic task is a task carried out in the classroom that has all the characteristics of a real-life task carried out outside the classroom i.e. it is done for a purpose unrelated to language learning, and language is used purely in order to get the task done. Some people are strong advocates of using only authentic tasks in the classroom, while some believe authentic tasks need to be balanced with tasks that focus on language. Others think it is difficult to achieve a truly authentic task in the classroom as the tasks will have been contrived in some way by the teacher. Examples of authentic tasks are project work, carrying out surveys, group presentations.

**Authentic text** - an authentic text is a written or spoken text produced to be read/heard by proficient language users and not altered in any way to aid language learning (newspaper articles, popular songs, novels, traditional fairy tales, myths and legends). An authentic text is unchanged for learning, preserving its features of genre, style, layout, discourse. In the 1980s and 1990's it was considered very important in the communicative approach to only use authentic texts as they represented what

learners needed to cope with in real life and provided them with exposure to genuine language features.

**Automaticity** - subconscious processing of language with peripheral attention to language forms.

**Awareness** – knowledge or understanding of a particular subject or situation.

**Awareness-raising** - a technique used by teachers to make students aware of features of language or of language learning strategies. Becoming aware of something is part of noticing it.

**Behaviourism** - a school of psychology very popular in the Western world in the middle of the 20th century. It claims that learning occurs through the establishment of fixed responses to given external stimuli, and that to establish these responses or behaviours, they need to be constantly repeated and reinforced. Behaviourism had a strong influence on language teaching in the audio-lingual method. It lost credibility when it was understood that language was too varied to be learnt simply by reinforcement and repetition, and that repetition was not enough to ensure all learning.

**Blended learning** – learning that combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based.

**Bloom's Taxonomy** - this is a classification of affective and cognitive skills that is used to provide learning objectives. It was published by a committee of educators in the USA in 1956. Benjamin Bloom was the chair of this committee. The taxonomy

of cognitive skills in particular has been very influential in curriculum and examination design. It was revised in 2000.

**Brainstorming** – a spontaneous group discussion to produce ideas and ways of solving problems.

**Buzz lecture or reading/buzzing (n/n.)** - a way of encouraging participants to listen or read carefully and of checking their retention of input. In this technique the lecture or reading is paused from time to time and participants talk in twos or threes to summarize to each other what the lecturer has just said or the section of the article that they have just read.

**Category** – a class or division of people or things regarded as having particular shared characteristics.

**CCQ/ICQ** - these are two kinds of questions the teacher asks in the classroom. CCQs refer to Concept Checking Questions and are used by a teacher to check that students have understood the meaning of new language (word, grammar, function etc.) or the form. CCQs need not necessarily in fact be questions; they might, for example, be gestures, sentences for completion or pictures but their purpose is to check understanding. They also aim at getting the student to think about new language and draw conclusions about it, thus encouraging inductive learning. *Is it talking about the past or now?* is an example of a CCQ that a teacher might ask when introducing the past tense to learners.

**CEFR** - this stands for the Common European Frame of Reference. It was compiled by the Council of Europe and contains a series of descriptors of learners' language

performance at six different levels of proficiency, A1-C2, across the different language skills. The descriptors are expressed as 'can-do' statements. They can be used to set goals for learning or teaching and also to assess students' proficiency.

**Chunk** - chunks are longer stretches of language that frequently occur together. They include collocations, phrasal verbs, social formulae, sentence frames, idioms and discourse markers. The term is sometimes used interchangeably with *collocation*.

**Citation form/dictionary form** - a citation form is the form of a word that is found as a headword in a dictionary. A citation form represents other forms of the same word. Citation forms are pronounced as full forms. These may sound different when said in connected speech.

**CLIL** - CLIL (content and language integrated learning) refers to an educational practice in primary, secondary and tertiary contexts where subject teaching and learning take place in a non-native language. The acronym CLIL was first used in 1994 and by 2006 it was recognized as 'an innovative methodological approach of far broader scope than language teaching.' (Eurydice 2006: 7) Content was placed before language in the acronym because subject content determines the choice of language used to teach subject matter as well as the language which learners use in order to communicate their knowledge and ideas about curricular content. What differentiates CLIL from ELT and approaches such as content-based instruction is 'the planned pedagogic integration of contextualised content,

cognition, communication and culture into teaching and learning practice.' (Coyle 2002 in Coyle et.al. 2010: 6) There are different types of CLIL practice depending on the country, region or sometimes the school where it is being implemented.

**CLT** - this stands for Communicative Language Teaching. There is not full agreement as to the meaning of communicative language teaching. It is generally agreed that it refers to teaching language for use in communication rather than as an object of study. There is much disagreement, however, as to the methodology it should involve, with some experts advocating that the only way to teach communication is to put learners in situations where they need to communicate, while others believe that language study can also aid communication. Use of pair and group work and free use of language are typical of a communicative classroom.

**Cognitive** - related to mental abilities or skills. *Cognitive* is the adjective from *cognition* which refers to the mental processes of perception and thinking that our brains engage in.

**Coherence** - in English language teaching coherence refers to the ways in which a piece of discourse 'makes sense' through links in meaning. It does this by using various internal devices such as logical sequencing, adherence to a particular genre, accepted forms of text structuring, but also by referring to accepted external conventions and ways of thinking and experiencing in the outside world, such as adherence to one topic, relevance between topics, shared knowledge.

**Cohesion** - this is the way in which language is used in written or spoken discourse to make it link together. Cohesion is achieved by using lexical or grammatical devices such as lexical fields, substitution, ellipsis, linking words, discourse markers, back (anaphoric) and forward (cataphoric) reference.

**Collaborate** - this simply means working together with others. Learners can work together to achieve their learning aims by supporting one another in various ways. Teachers can also collaborate e.g. colleagues working together on assessment, lesson planning or course book selection. Collaboration amongst teachers and also amongst learners is a feature of CLIL.

**Collocation** - two or more words that occur together more often than on a random basis are said to collocate or to be collocations. Collocations may be strong e.g. *blond hair*. In strong collocations the words can rarely, if ever, be replaced by other words. Other collocations are weaker or weak e.g. grey hair. The term is sometimes used interchangeably with *chunk*. In this sense *collocation* can cover e.g.: phrasal verbs, compound words, idioms, fixed expressions. Others use *collocation* to refer mainly to two- or three-word groups that frequently occur together. Corpora making use of concordance programmes have helped linguists find collocations in language and realize how very common they are.

**Communication** – the process by which people exchange information or express their thoughts and feelings.

**Communicative competence** - communicative competence refers to an ability to communicate that depends not just on linguistic ability but also sociolinguistic ability, including appropriate use of language, management of discourse and recognizing cultural practices in communication e.g. who makes eye contact with who. The growing awareness of communicative as opposed to linguistic competence had a big impact on language teaching and was behind the development of the communicative approach.

**Communicative Language Teaching (CLT)** – is an approach to the teaching languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

**Competence** - the ability to do something successfully or efficiently. In methodology – achieved level of the language proficiency.

**Componential analysis** - this term refers to a way of classifying vocabulary. The Longman Dictionary of Language Teaching and Applied Linguistics defines it as follows: An approach to the study of meaning which analyses a word into a set of meaning components or semantic features. For example, the meaning of the English word boy may be shown as: <+human> <+male> <-adult>

**Comprehension** - the action or capability of understanding something.

**Concentration** - the action of focusing attention or mental effort.

**Connected speech** - this refers to the production of speech as a continuous stream rather than as a sequence of separate sounds. In connected speech, individual sounds may be different from their citation pronunciation, as they are affected by processes such as assimilation, elision, liaison (linking) and shortening.

**Connotation** - a connotation is the emotional association attached to a word collectively or by an individual. For examples, dogs in some cultures have the connotation of being soft, loyal creatures. In other cultures they are considered dangerous and dirty. Knowing the connotation of a word is part of knowing a word.

**Consolidate** - when teachers or learners strengthen or reinforce previous learning they *consolidate* it. For example, a learner may go home and do memory games on the vocabulary they learnt in class that day, or a teacher might do a revision activity of a newly learnt skill. Lessons often contain a consolidation stage during which the teacher aims to reinforce new language or ideas introduced earlier on in the lesson.

**Constructivism** - this is the theory that knowledge is actively constructed by individuals rather than being the fruit of passive absorption of facts. According to constructivist theory, each individual interprets and organizes the knowledge they receive according to their own prior knowledge and experience of the world. This theory supports a learner-centered classroom in

which learners are given the opportunity to explore, personalize and apply knowledge

**Context** - this term is used in ELT to refer either to the situational (where and when) context in which something happens, or to the language surrounding words in a sentence or utterance (sometimes called co-text). M.A.K. Halliday proposed that a situational context contains three components: field (subject matter), tenor (social relations between interactants) and mode (the way in which language is used), which strongly influence the register of language. The contexts in which languages are learnt and taught are also much discussed in ELT these days.

**Controlled/restricted practice** - *controlled/restricted practice is the second stage in Presentation, Practice, and Production (PPP).* This kind of practice involves students in using target language in a guided and restricted way in which they have little choice over what language to use. Examples of controlled practice activities are repetition and substitution drills. This kind of practice is aimed at providing learners with strongly guided support in their use of newly or poorly learnt language items.

**Conversation** – an informal talk in which people exchange news, feelings and thoughts.

**Conversion** - conversion is a linguistic term that describes a word's change from one grammatical category to another. An example of this in English is 'to big something up' where the adjective 'big' is nowadays often combined with 'up' to make a

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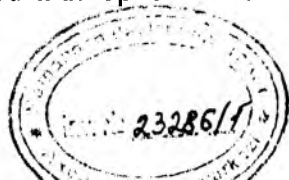
phrasal verb meaning 'to recognise the importance of something' or 'to praise' it.

**Co-text (n.)** - the words or sentences surrounding the particular word, phrase, sentence or paragraph that is being considered. It is sometimes called 'the linguistic context'. A skilled reader will often use the co-text to help them understand unknown lexical items or phrases in a text.

**Course book** – a book that students use regularly during a set of lessons on a particular subject.

**Course of study** - this term is used in two different ways. It refers to a set of lessons or workshops making up a whole. In this sense it is synonymous with 'course'. It is also used to refer to a programme of study into which different courses are integrated.

**Criteria** - a principle or standard by which something may be judged or decided.

**Critical thinking** – the objective analysis and evaluation of an issue in order to form a judgment.

**Curriculum** - this term is used to refer to syllabus (see **syllabus**), learning objectives, methods of assessment, teaching methods and materials. The term is also sometimes used synonymously with *syllabus*.

**Debate** - a debate is an activity in which students are placed in two groups arguing for or against an issue. Debates can be informal or formal. Formal debates may follow rules, for instance, on how long to speak, how to interrupt, who speaks after who, obeying the chairperson and voting on the issue at the end of the

debate. In ELT, debates are used to develop fluency, focus on register and explore issues. Students are usually given preparation time to prepare and possibly script their arguments.

**Deductive instruction** – is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

**Defining vocabulary** - this is vocabulary used by people writing dictionaries to write definitions and examples. Defining vocabulary is high frequency vocabulary, which is thought to be easily and widely understood.

**Denotation** - This term refers to the core or central meaning of a word, i.e. its direct or literal meaning rather than its meaning by association.

**Descriptor** - an element or term that has the function of describing, identifying, or indexing, in particular.

**Development** – the process of becoming better, stronger or more advanced.

**Dialect** – a form of a language, which is spoken only in one area. For example in England: Cheshire, Lancastrian, Yorkshire, Norfolk. In United States: African American Vernacular English (Ebonics), Hawaiian Pidgin, Miami English, Californian, New Mexican.

**Dialogue** - conversation between two or more people as a feature of a book, play, or movie.

**Dictionary** – a book that gives a list of words in alphabetical order and explains their meanings in the same language, or another language

**Differentiation** - when teachers recognize the different needs of their learners and try to meet them by catering for different abilities, interests or learning styles. This is done through use of a range of different tasks, inputs and outputs. Differentiation has a big influence on lesson planning and the choice of materials and tasks.

**Direct method** – a method of language teaching popular until the early 1950s. The method advocated the use of only the target language in the classroom, and the use of student-teacher dialogue supported by visuals such as gestures or photos.

**Discourse** - this refers to stretches of connected written or spoken language that are usually more than one sentence or utterance long. Seeing stretches of language as discourse rather than sets of grammatical patterns allows us to analyze it for both the internal linguistic links it contains and the external links it makes to our knowledge of the world.

**Discourse analysis** - the study of how sentences and utterances join together to make 'wholes', i.e. study of the various ways in which sentences or utterances achieve coherence and cohesion.

**Discrete** - isolated, distinct, by itself. This term is used to refer to the teaching or testing of language items, when they are focused

on separately from others and in a minimal context. A teacher might, for example, give students an exercise just practicing *modal must*, or a drill on the word stress in new vocabulary.

**Discrete-item and Integrative tests** - discrete-item tests focus on eliciting and evaluating parts of language proficiency separately, e.g. grammar, lexis, pronunciation. Integrative tests aim to elicit and assess language use as a whole. Multiple choice grammar items are an example of discrete-item testing, whereas interviews are integrative tests.

**Discussion** – the action or process of talking about something, typically in order to reach a decision or to exchange ideas.

**Display question** - this is a question that a teacher asks in the classroom in order to get the student to 'display' or show their learning rather than because the teacher is interested in the *information content of the reply*. In fact, the teacher often knows the answer to a display question before it is given. Display questions are sometimes criticized for being rather meaningless and non-communicative but they can in fact be useful in checking learning. Display questions are often contrasted with referential questions.

do the homework - My son does his homework after dinner, to save time - You'll save time if you turn off your smart phone and concentrate on the lesson.

**Domain** – sphere of communication (actions), area of concern in which the social life is organized.

**Drilling** - drilling is a teaching technique in which the teacher asks the students to repeat several times items of language that they are learning. These can be vocabulary, structures, sounds or functions. Drilling, which involves students in responding to a prompt, originated in the behaviourist approach to learning and was intended to reinforce learning through habit formation. Many now criticize drilling for being a passive, boring and uncreative way of learning language. Others think it has a place in providing accuracy practice and security for learners at early moments of learning something new. There are various kinds of drill, for example: whole class, individual, repetition, substitution, transformation.

**Eclecticism** - an approach to teaching and learning which does not adhere to any one recognized approach but selects from different approaches and methods according to teacher preference and also to the belief that different learners learn in different ways and different contexts, and that therefore no one approach or method is sufficient to cater for a range of learners. Eclecticism is sometimes criticized as being too random and having no guiding principles. This criticism has given rise to *Principled eclecticism* which attempts to keep the flexibility of eclecticism while including in it principles of teaching and learning.

**Education** – the process of teaching and learning, usually at school, college or university.

**EFL/ESL** - EFL stands for English as a Foreign Language. Generally speaking, it refers to learners learning English in an environment where English is not used, or to learners studying English on brief trips to an Anglophone country. ESL stands for English as a Second Language and has generally been used to refer to learners who have another mother tongue, learning English while living in an English-speaking environment. In the UK nowadays this tends to be called ESOL (English for Speakers of Other Languages). ESOL or ESL classes are likely to include a focus on language and communication, but also on the cultural practices of the Anglophone country, the students are living in. With globalization and the increased movement of people and immigration, the distinction between EFL and ESL is becoming less clear.

**Elaborate** – to give more details or new information about something.

**ELF** - this stands for English as a Lingua Franca, and refers to the use of English in international communication. Certain scholars have suggested that as English has become a lingua franca between people from a range of L1s, features of its use such as particular pronunciations and grammatical constructions, which would previously have been considered non-standard and 'wrong' should be accepted rather than corrected, providing they do not cause a breakdown in communication, as they are a mark of the L1 learner's identity. There is much debate in ELT about

the research base for ELF's findings and their implications for the classroom.

**Eliciting** - this is a teaching technique in which the teacher prompts learners in order to elicit or draw out from them specific answers. It is a technique used especially to re-activate or revise language items or ideas, and/or to encourage learners to contribute to their own learning rather than being spoon-fed by the teacher. Some people criticize the use of elicitation techniques as they think that they lead to language being used simply for display (to show you know it), rather than to real communicative language use.

**Emergent language** - this is language which is a fruit of the learning process rather than taught language. It occurs as learners, in an effort to express themselves, experiment with language they haven't as yet fully mastered. Many experts suggest that teachers would do better to support learners' emergent language rather than presenting them with language they have not yet shown a need for.

**Etymology** - the study of the origins of words and how their meaning, use and form have evolved over time.

**Evaluation** - this is the process of assessing the value of something by collecting data. Evaluation often leads to decision-making. Evaluation can be of teaching, learning, curricula, methods, exam impact, materials or other areas related to teaching and learning. Based on personal opinion.

**Exam** – an important spoken or written test of knowledge.

**Exercise** – an activity or process that helps you practice a particular skill; involves controlled, guided or open-ended practice of some aspect of language. Matching, filling the gaps, a reading comprehension passage can all be regarded as exercises.

**Experience** – knowledge or skill that you gain from doing a job or activity.

**Experiential training (n.)** - direct, practical training that involves teachers in making meaning through experiencing approaches, techniques or procedures that the trainer wishes to introduce. It is a form of 'learning-by-doing' but requires additionally a stage in which teachers reflect on the experience and how it might apply to their own classrooms.

**Experiment** – a process in which someone test a new idea or method to see if it is useful or effective.

**Exponent** - this term refers to the words used to express different functions of language. Exponents are one way to begin looking at functional approaches to language teaching.

**Exposure** - This refers to the beneficial effect of being surrounded by spoken and/or written language. A child growing up in a monolingual environment normally has a large amount of exposure to their native language. Many language learning experts believe that learners must be exposed to adequate amounts of language used naturally and in context for acquisition to take place.

**Extracurricular work** - an activity pursued in addition to the normal course of study. For instance different types of clubs:

English club, Literature club, American Sign Language Club, Speaking Club etc.

**Facilitate** – to make it easier for a process or activity to happen.

**Feedback** - this term has two meanings in ELT. It refers to the responses that we, as listeners, give to a speaker e.g. eye contact, exclamations, interruptions, in order to encourage or discourage them from continuing. Feedback also refers to the comments a teacher or other students make in class on a learner's / learners' performance. This feedback can be positive or negative.

**Flow** - a state in which someone is totally involved in, focussed on and motivated by what they are doing. This state is considered to be an optimum one for learning, and said to be encouraged by meaningful challenges this notion was popularised by Mihaly Csikszentmihalyi.

**Fluency** - fluency is the ability to speak over stretches of language smoothly, naturally and without too much hesitation or pausing. Fluency is sometimes also used to refer to writing. In this case it means writing with ease – coherently and with flow.

**Focus on form** - this approach to teaching language was first defined by Michael Long as follows: 'focus on form...overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication' (Long 1991) and 'focus on form often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more of the students – triggered by

perceived problems with comprehension or production' (Long and Robertson in Doughty and Williams, 1998). Focus on form (See **Form**), in which form is focused on in the classroom as the need arises in the context of communication, is sometimes contrasted with 'focus on formS' in which forms are the primary focus in the classroom.

**Form/forms** - these are the ways through which language is expressed, for example, in grammar they refer to grammatical patterns, in pronunciation to sounds, stress and intonation and in writing to handwriting and spelling. Learners learning a language need to learn both the forms of language and the meanings they convey. Form in language learning is related particularly to accuracy.

**Formative assessment** - making judgments about the success of learning while it is taking place rather than once it is over. The purpose of formative assessment is to help the teacher (or learners) decide what should be taught next, and possibly how, based on analysis of the needs of the learners as revealed by the assessment. Formative assessment is often informal, with the teacher listening to or looking at learners' performance and possibly taking notes. Learners may be unaware that it is taking place.

**Formative assessment (n.)** - teacher assessment that is carried out during a training course. Its purpose is to see how well the teachers are doing and to give information on extra work or help that may be needed.

**Formative evaluation (n.)** - evaluation of a training course during the course or during development of the course. Its purpose is to allow for any necessary improvements before it is too late (e.g. when the course has ended).

**Fossilization** - this refers to those parts of learners' language which are used incorrectly but which do not seem responsive to correction or open to improvement. Many learner errors correct themselves automatically over time, but some seem resistant to change. These latter are called fossilized errors.

**Framework** – a set of ideas, rules or beliefs from which something is developed, or on which decisions are based.

**Functional language** - this is language which is an exponent (expression) of a particular language function. For example, if you consider language from a grammatical perspective, *Why don't you get a haircut?* is, of course, an example of a negative question form. But it is also a functional exponent of suggesting. The function of a piece of language is the communicative purpose for which it was produced e.g. to invite, to hypothesize, to describe, to greet.

**Functions** - functions are the communicative reasons for which we use language. For example, we say *hello* to greet someone, we say *because I was tired* to give an explanation, and *Go on – you can do it!* to encourage someone. Seeing language as a set of functions or reasons for communicating rather than as a set of grammatical items allows a teacher or materials writer to focus on the learner's communicative needs. This way of seeing language

was important in the development of the communicative approach.

**Graded reader** - a graded reader is a book in which the language has been graded or adapted to match a particular level of proficiency e.g. A2, B2. Graded readers may be newly written or adaptations of existing books. They can include any genre of writing. They sometimes include a glossary and activities on the text. The purpose of graded readers is to provide learners with additional exposure to language, often out of class, and develop their reading skills.

**Grammar** - the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

**Grammar translation** - a method of language teaching in which students study rules of language, then test out their understanding of these rules through doing exercises on them. Students also translate texts in the L2 into their L1. This method was very popular in the 19th century and the first half of the 20th, being gradually replaced by methods which focused more on use of the language.

**Grammatisation** - this is a teaching technique, also known as grammaticization, in which students are given key words, e.g. from a dialogue or text that have just read or are about to read, and asked to add 'grammar' words to these key words to produce a text that makes sense. Behind this technique is Diana Larsen-

Freeman's idea of 'grammaring', the skill of relating form and structure to meaningful units.

**Guided discovery** - is an approach to teaching language in which learners are presented with examples of language (e.g. adjectives starting with the prefixes *in-* or *un-* or ir-) and prompted or asked leading questions in order to work out what the rule of use is, or what grammatical patterning underlies the examples. Guided discovery is said to encourage learners to become more autonomous and to be based on the way language is learnt naturally outside the classroom.

**Guideline** – rules or instructions about the best way to do something.

**Handout** – a piece of paper with information, which is given to people who are attending a lesson.

**Higher Order Thinking Skills (HOTS)** - thinking skills are often divided into higher order thinking skills (HOTS) and lower order thinking skills (LOTS). Higher order thinking skills include analyzing, evaluating and creating. HOTS involve greater manipulation of information than LOTS do. The division of thinking skills into HOTS and LOTS was made initially in the late 1940s by a committee of educators in Boston, Mass. chaired by Benjamin Bloom and colleagues. This taxonomy (known as Bloom's Taxonomy) has been revised several times.

**Hot/cold correction** - hot correction is when the teacher (or a peer) corrects the learner during an activity. Cold correction is

when the teacher presents the learners with their mistakes for correction after an activity has taken place.

**IATEFL** - this acronym stands for International Association of Teachers of English as a Foreign Language. IATEFL's main activities are organizing an annual conference for teachers and local seminars, awarding grants and scholarships, publishing a newsletter and magazine, and putting on webinars.

**Idiom** - an idiom is a formulaic expression with one overall meaning. It is often not possible to work out the meaning of an idiom just by looking at its individual words, as idioms often carry a lot of cultural meaning, for example she made a real dog's breakfast of her homework; a little birdie told me you've had some very good news. There are several different kinds of idioms such as phrasal verbs, similes, metaphors, proverbs and euphemisms.

**Implementation** - the process of putting a decision or plan into effect; execution.

**Implication** - the action or state of being involved in something.

**Independent work** – when you study or work by your own.

**Inductive instruction** – makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice", by way of the examples, how the concept works.

**Inductive v deductive** - these terms are used to refer to ways of learning. Inductive learning takes place by the learner extracting

or working out rules from examples or data whereas deductive learning works by learning rules then applying them to examples or data.

**Inferring meaning** - when we infer meaning we work out from linguistic and contextual clues what a word, group of words or sentence might mean. We do this for different types of meaning e.g. denotation, connotation, and attitude.

**Information gap** - this term is used to refer to the situation in which one person or group has information which another person or group wants but doesn't have. For example, if a shopkeeper knows the price of an item you want to buy but you don't know the price, then there is an information gap between you and the shopkeeper. To 'bridge' this information gap, you ask the shopkeeper the price and he/she replies. As can be seen from this example, the information gap prompts purposeful communication. This is the reason why many communicative classroom activities are designed around information gaps. They are said to promote genuine communication and use of language rather than language use for display or purely practice purposes. Many well-known ELT activities are based around an information gap e.g. Find Someone Who, jigsaw reading and listening, describe and draw, problem solving

**Input** - the language in the learner's environment that the learner is exposed to through hearing or reading and which is available for intake in order to drive language learning.

**Input hypothesis** - the input hypothesis is the idea, developed particularly by Stephen Krashen, that language is acquired by exposure to language that is of interest to the learner and that is made up of a level of lexis and grammar slightly above that of the learner's. This is called **comprehensible input**. Krashen has recently refined his idea of comprehensible input to say that 'It may be the case that input needs to be not just interesting but compelling. Compelling means that the input is so interesting you forget that it is in another language

**Institute** – an organization that has a particular purpose such as scientific or educational work. For example: preschools, childcare, primary-elementary schools, secondary-high schools, and universities.

**Intake** - the language that a learner meets in their environment and that they absorb. A distinction is made between input and intake. Input is the language available in the environment, intake is that part of the input that the learner (consciously or unconsciously) chooses to pay attention to and take in. Intake is the first stage in noticing language.

**Integrated** - this term is used to refer to a way of teaching language skills and to types of syllabus. A lesson, which extends work on one skill into another, is called an integrated skills lesson. For example, learners could do work on a listening text on a particular topic then do a speaking activity that picks up on the language of the same topic, or they could do work on a

reading text then develop their ideas and language by writing about the topic of the reading text.

**Integration** – the combining of two or more things so that they work together effectively.

**Intelligence** – the ability to learn, understand and think about things.

**Interaction** – the activity of talking to other people, working together with them.

**Inter-language** – at least some of the learner's development in a new language can be seen as systematic.

**Interlanguage** - the version of the target language spoken by a learner at any given time during the period of learning . A learner's interlanguage will change and develop as they become more proficient. Some aspects of it may fossilize as their proficiency develops.

**Interlocutor** - this is someone with whom a speaker talks and interacts. An interlocutor participates in a conversation or dialogue.

**Interpretation** – the way in which someone explains or understands information, event etc.

**Intonation** – the way in which the level of someone's voice changes in order to add meaning to what is saying. Examples of Rising Intonation: 'when does the meeting start?' – '…start?' rises up, it comes up in the voice. Examples of Falling Intonation: 'stand against the wall'

**Intrinsic/extrinsic motivation** - these terms both refer to types of motivation. Intrinsic motivation is the wish to do something because of the pleasure or enjoyment that doing this brings. Extrinsic motivation refers to the wish to do something that is due to the desired result or outcome of doing it. Both of those motivations have been used to explain the wish to learn languages, though nowadays more complex explanations of language learning motivation are available. Teachers are often concerned about how to increase their learners' motivation.

**Knowledge** – the information, skills and understanding that you have gained through learning.

**L1, L2** - an L1 is your mother tongue, the first language you learn in your home environment. L2 has various meanings. It can refer to any language learnt after learning L1. It also refers to the language learnt after the L1 and that is used in the learner's environment (e.g. learning Greek as a child while living in Greece, having first learnt English from your English-speaking parents). A third meaning is for languages widely used in countries or regions but not recognized as official languages. For example, in Guyana, English is the official language but Guyanese Creole is an L2 widely used by many people.

**Language** – a system of communication by written or spoken words, which is used by the people of a particular country or area.

**Language awareness** – development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language.

**Language-culture connection** – learning a language also involves learning of cultural values and thinking.

**Learner autonomy** - this refers to the learner's ability to take charge of and direct their own language learning without relying on the teacher. It is believed that if a learner is autonomous, they take responsibility for their own learning and that this is a good thing, as it allows them to learn independently (and hence more deeply) and to go on learning. Many teaching approaches, materials and courses contain a focus on strategies that help to make the learner more autonomous e.g. how to work with a dictionary, developing proofreading skills, deciding what to learn next. Some learners appreciate the freedom and responsibility autonomy gives them, while others may prefer the teacher to remain in charge. Learner autonomy is also referred to as self-directed learning.

**Learner training** - involves teaching learners how to carry out the strategies that enable them to become better learners, and often more autonomous learners. Examples of these strategies are: writing down new words on vocabulary cards, taking advantage of all opportunities to use the target language, repeating new words to yourself, listening out for specific grammatical features.

**Learner-centeredness** - this term is used with two different meanings. One meaning refers to classroom interaction in which the focus is on the students as opposed to the teacher, and which involves heavy use of pair and group work.

**Learning aim** - a learning aim is something that the teacher intends her students will learn during a lesson, and that she designs her lesson around in order for that learning to take place. It may also refer to the learning goals of a course or syllabus. The term is often used interchangeably with the term *objective*.

**Learning outcome** - is a statement (often in a lesson plan or syllabus) of what a learner is expected to know or be able to do, and to what degree, at the end of a lesson or course as a result of successful learning of the focus of the lesson or course. Learner outcomes can be used to tell learners what they will be learning. They are also used to shape lesson activities and guide the content of assessment.

**Lecture** – a long talk on a particular subject that someone gives to a group of people, especially to students in a university.

**Lesson** – a period in which someone is taught a particular skill, for example, students are taught a particular subject.

**Lesson plan** – an outline of goals and objectives, activities designed to help students achieve those goals, and objectives and ways to assess whether students have actually reached those goals and objectives.

**Lexical** – dealing with words or related to words.

**Lexical approach** - in a lexical approach to language teaching, learning lexis is a principle goal, thus influencing syllabus design and classroom activities. Lexis in the lexical approach includes not just single words but collocations and chunks, and lexico-grammatical aspects of lexis as well as purely semantic.

**Lexical priming** - the idea behind lexical priming is that as we learn words, we begin to associate them with certain contexts of language in use, so that later, when we meet these contexts again, they are likely to trigger the word, i.e. particular contexts prime us to use particular words.

**Lexicon** - a lexicon is the set of vocabulary that makes up a language. The grammar of a language and its lexicon are often considered its key components. Different professions and subjects are also said to have their own lexicon, as are individual children and language learners. Some experts only include individual words in a lexicon, others include chunks and collocations.

**Logical** – using a thinking process in which facts and ideas are connected in a correct way.

**Loop input** - a method of carrying out teacher training / development sessions in which the trainer carries out activities for training that have the same design and focus as activities for use in the language learning classroom. For example, a training course could start off with a Find Someone Who activity about teachers' use of ice-breakers and mingling in class. The trainer would then go on to refer to this activity when discussing the use

of icebreakers / mingling activities / communicative activities. Loop input mirrors the activity in focus and allows participants to experience it and reflect on that experience.

**Lower Order Thinking Skills (LOTS)** - thinking skills are often divided into higher order thinking skills (HOTS) and lower order thinking skills (LOTS). Lower order thinking skills include remembering, understanding and applying. Generally speaking, LOTS involve focusing on and absorbing information, and less manipulation of information than HOTS do. (See Higher Order Thinking Skills). The division of thinking skills into HOTS and LOTS was made initially in the late 1940s by a committee of educators in Boston, Mass. chaired by Benjamin Bloom and colleagues. This taxonomy (known as Bloom's Taxonomy) has been revised several times.

**Meaningful learning** – is thought to lead to better long-term retention.

**Mediation** - a process in which a participant in an interaction is not concerned with expressing their own views, opinions etc., but accepts the role of facilitator, helping to facilitate the communication between interlocutors who are having difficulties, for whatever reason, in communicating with one another. In ELT, mediation can refer to aiding communication between learners, to learners helping other learners to communicate, to focusing on the role of mediation involved in certain jobs (e.g. relaying messages) or to the teacher adapting imported cultural teaching techniques and methods to the culture of the learners. In 2001,

the Common European Framework of Languages included mediation as a component of communicative competence.

**Metacognitive strategies** - these are the learning and thinking strategies we use in order to choose which lower level strategies to use to achieve something. A visual learner might, for example, decide that they would learn much better from looking at a diagram about a process rather than by reading the accompanying text about the process. In this example, looking at the diagram is a comprehension strategy, whereas choosing to look at the diagram is a metacognitive strategy, i.e. thinking about the best way to learn. The main metacognitive strategies are planning, prioritizing, setting goals, and self-management.

**Metalanguage** - the language and terms that we use to talk abstractly about language and language learning. This covers terms for grammar, vocabulary, phonetics, discourse and learning strategies. Teachers may use some metalanguage to talk to their learners about language or language learning e.g. 'This is an indefinite pronoun', 'Try to work out what the best vocabulary learning strategies are for you'. Some learners, though not all, appreciate learning some metalanguage as they think it helps them to learn better.

**Metaphor** - A figurative use of language in which one thing is described as another to bring out its characteristics, e.g. in *he has a really hot temper, hot* is metaphor for *quick and fierce*. Metaphors can be culturally specific and are therefore important for learners to be aware of and learn. Some experts maintain that

some cultural metaphors strongly influence the way we see the world.

**Method** - is a recognized and acknowledged set of teaching techniques and procedures that put into practice a set of beliefs about teaching and learning. The term is sometimes used interchangeably with *approach*, while others reserve *approach* to refer to theories and principles of language teaching. Richards and Rodgers (2001) say of the two 'a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure' (p.16). Some prominent methods in English language teaching include Total Physical Response, Task-Based Learning, Grammar Translation. A teaching method covers syllabus, materials and classroom activities.

**Methodology** - the typical practices, procedures and techniques that a teacher uses in the classroom, and that may or may not be based on a particular method. *Methodology* can also refer to the study of these practices, procedures and techniques and of the beliefs and principles on which they are based.

**Micro-teaching** - micro-teaching (also known as *peer teaching*), which originated at Stanford University in the 1960s, is a practice now widely used in general, as well as ELT, teacher training contexts worldwide. Micro-teaching practices vary in some respects, but essentially the procedure consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners. These lesson sequences

may be video-recorded, and the teachers receive oral feedback from peers and / or a supervisor, and written feedback from the supervisor. In some versions of micro-teaching, teachers are given the opportunity to address the issues highlighted in the feedback stage by re-teaching the same lesson sequence.

**Modality** - this is the way in which we express our attitude to what we are saying. We often associate modality with verbs (obligation, possibility, ability, necessity etc) but modality can also be expressed through adjectives, adverbs and nouns. This latter is called lexical modality.

**Monitor/monitoring** - this term has two distinct meanings in ELT. The first comes from one of the five hypotheses that make up Krashen's input hypothesis, a theory of language acquisition in which he maintained that when a learner is monitoring their use of language, they are focusing on accuracy and inhibiting acquisition. In this use *monitoring* means the learner checking and evaluating their own language output, as they produce it, whether it be speaking or writing.

**Monolingual** – speaking or using only one language.

**Monolingual learner dictionary** - this is a learner dictionary (a dictionary that is graded to suit the learners' language level and needs) in which the dictionary entries, explanations and examples are all in the target language.

**Monologue** – a long speech by one person.

**Motivation** – eagerness a willingness to do something without needing to be told or forced to do it.

**Multilingual** – using, speaking or written in several different languages.

**Native language** – is a language the child acquires since being born.

**Negotiating Meaning** - this refers to the process readers, writers, speakers and interlocutors engage in in order to make sense of and clarify what is being said/ written. It can involve asking for clarification, repeating, paraphrasing, checking understanding.

**Non-verbal** – not involving or using words or speech.

**Noticing** - this is a term which refers to the process in which a learner, consciously or unconsciously, notices or becomes aware of an item or aspect of language in the language input that surrounds them. This may involve noticing spelling, word stress, meaning, grammar, collocation or other language features. Noticing is believed to be the first stage in language learning, sometimes but not always triggering further stages of acquisition.

**Objective** - this term has two main meanings in ELT, one related to assessment and the other to lesson planning. In relation to assessment, it refers to types of assessment for which there is only one correct answer and for which the assessor doesn't therefore need to use their judgment to decide on the value of the answer. Examples of objective test formats are True/ False, multiple choice, matching, gap-fill.

**Open pairs** – this term is used to refer to a classroom interaction pattern in which two students talk to one another across the class

so that other students can listen to what they are saying. This pattern is used particularly to demonstrate how to carry out an activity or task, or to act as feedback on an activity or task just completed.

**Patterns of interaction** - this term refers to the patterns of who interacts with who in a classroom. The main patterns are: student(s) to teacher, teacher to student(s), student(s) to student(s), student alone. A teacher can choose which is the most appropriate pattern to use in order to achieve the learning aims of different activities.

**Peer correction** - in ELT this refers to when one learner corrects another learner, maybe spontaneously or at the prompting of the teacher. The correction may relate to the language used or to ideas expressed. When the term refers to giving feedback on writing this is sometimes called peer review.

**Personalization** - this is a teaching technique, which involves the teacher using materials, or teacher talk that makes a clear link to students' own lives, interests or attitudes. The idea behind personalization is that students will become more motivated and learn better, when they can see that language has relevance to themselves.

**Phoneme** – the smallest unit of speech that can be used to make one word different from another word, such as the 'b' and the 'p' in 'big' and 'pig'.

**Phrase** - a phrase is a group of words making up a meaningful unit in a clause. There are different kinds of phrases such as a

verb phrase, a prepositional phrase, an adverbial phrase, a noun phrase. A phrase may or may not contain a verb.

**Polysemy** – the coexistence of many possible meanings for a word or phrase. For example: <u>call</u> – to say in a loud voice; to dial a telephone number; to name.

**Portfolio** – a portfolio is a collection of a learner's work submitted as a whole and sometimes organized with an index, agreed assignment components and reflection sheets. In ELT, portfolios can contain written work such as essays, emails, reports or video and audio recordings, project work and PowerPoint slides. Portfolios are mainly used for assessment. They are also sometimes used in teacher development. A teacher portfolio might contain a CV, some lesson plans, a statement of beliefs about teaching, an action plan, reflections.

**Portfolio assessment** - portfolio assessment involves the assessment of a portfolio of work submitted by a learner. The portfolio may contain compulsory components or be decided on by the learner. The components may include both oral and written work as well as reflections on that work. Assessment criteria are usually used to guide the marking of portfolios so as to stop the marking becoming too subjective.

**Post-activity** – is a reflection on the ideas and language that was produced during the main activity.

**Potential vocabulary** – when learner understands an unfamiliar word because of the resemblance in the mother tongue.

**PPP** - This acronym stands for Presentation-Practice-Production. PPP is an approach to language teaching that was very popular in the 1980s. The approach involves first the teacher presenting the form and meaning of new target language to students in a meaningful context (presentation), then giving learners the opportunity to do controlled practice of the target language (practice), then finally letting students use the target language in freer, less controlled activities (production). The rationale for PPP is that learners need an accuracy-focused stage in which to practice the language in relatively error-free conditions before using it in less guided conditions. This is so as to give them the opportunity to build up good habits and avoid errors, a platform from which they can then engage in more fluency-based activities. The approach has been criticized for being too restrictive and rather artificial, but attempts have been made to respond to these criticisms by making its activities more meaningful and communicative. It currently survives in more subtle forms in many ELT classrooms and materials.

**Pragmatics** - this is the study of the meaning of language in context. It looks at how language is interpreted in particular situations. Its focus is not semantic meaning but contextual meaning, as contained in e.g. setting, the relationship between speakers, and knowledge of the world.

**Pre-activity** – an activity that is organized to arouse interest in the learners towards the main task.

**Presentation** – the way in which something is said, offered, shown or explained to others.

**Pre-teaching** - this is a stage in a lesson in which the teacher introduces vocabulary that the learners will need in following stages of the lesson. This stage is often associated with reading, listening or integrated skills lessons but can also occur before speaking or writing activities. The teacher generally sets up the context of the following activities then introduces the new vocabulary within that context. The idea behind pre-teaching vocabulary is to lessen the load of unknown words the learner has to deal with later on in the lesson.

**Principle** – the basic idea that a plan or system is based on.

**Process writing** - process writing is an approach to writing that deliberately incorporates a focus on the stages in producing a piece of writing rather than focusing just on the product of the writing (product writing). The stages involved in writing are generating and developing ideas, planning and organizing, drafting, editing, redrafting, proof-reading and publishing (i.e. making public). Many experts believe that by focusing learners on the stages of writing, process writing helps learners become aware of what writing demands of them, and what enables good writing.

**Proficiency** – a good standard of ability and skill.

**Progress** – forward or onward movement toward a destination.

**Pronunciation** – the way in which a language or a particular word is pronounced.

**Pronunciation skills** – habits of phonetically correct pronunciation and recognition of all the sounds studied while listening to the speech of others.

**Qualification** – a skill, personal quality or type of experience that makes you suitable for a particular job or position.

**Realia** - objects from outside the classroom that the teacher or learners bring into the classroom in order to illustrate meaning or prompt communication or learning. They include anything portable such as household items, clothing, things related to travel (tickets, brochures, credit cards, leaflets), toys, photos, newspapers. Nowadays in some teaching contexts realia are often replaced by PowerPoint images and visuals on interactive white boards.

**Receptive/Productive** - these are terms used in relation to the language skills of reading, listening, writing and speaking. The first two are said to be receptive as they involve absorbing language while the latter two are known as productive as they involve producing language. Receptive skills are sometimes thought of as being passive while productive skills are thought of as active. In fact, this categorization is rather misleading, as a reader or listener can be very active in their comprehension and interpretation of language while reading or listening, and of course, much reading and listening takes place interactively with writing and speaking.

**Recycle** -teachers recycle language when they deliberately bring items of language that have already been taught to learners'

attention or for learners' use a second or further time. The purpose of recycling is to give learners further exposure to particular language items. Coursebook designers often build recycling into their materials, as do syllabus writers who adopt a spiral approach, dealing with the same item again but in greater detail.

**Reference** – a book, article etc. from which information can be obtained.

**Referential question** - is a question a teacher or student asks because they genuinely want to find out the answer to the question. Referential questions are often contrasted with display questions (See **Display Questions**), which are asked so as to give the student an opportunity to 'display' their knowledge or ability. In language teaching, referential questions are often associated with the warm-up stage of a lesson or with free practice activities. They often lead to a use of language that the teacher cannot predict, and tend to involve use of higher order thinking skills

**Reflection grid** - this is a grid or table often containing columns with these headings: name, description, aims, comments. It can be used by learners or teachers to record and comment on points in a lesson. It is designed to aid reflection and evaluation on learning / teaching, with a view to possibly introducing changes.

**Rhythmical-intonation skills** – habits of producing intonationally and rhythmically correct speech and comprehension of the speech of others.

**Risk-taking** – taking risks and experimenting "beyond" what is certain creates better long-term retention.

**Role play** - this is an activity in which learners take on roles (characters) and act them out in a situation. It is used to practice language, often as a free practice activity. It is also used to help students to explore ideas and issues. A role play is different from a simulation. In a simulation, learners are put in a situation in which there is some problem to resolve. They are not given specific roles.

**RP** - this stands for Received Pronunciation. It refers to the standard pronunciation of British English that shows no regional features. RP is sometimes known as BBC English. Although RP is subject to change and is spoken by a small minority of British people, it is widely used in recording for ELT materials.

**Rule** – a statement about what is usually allowed in a particular system, such as grammar of a language.

**Running dictation** - in a running dictation the teacher divides the class into groups of e.g. 3-5 students, then places on the wall copies of a text. Members of each group then take it in turns to go (run) to the text and memorize a piece of it, then run back to their group and dictate it to them. Group members must write it down correctly. The activity continues until one group shouts 'Stop' after all the text has been dictated and written down. The winning group will have written down the text more quickly and more correctly than the others. Running dictation is believed to

encourage speed reading, clear enunciation, careful listening and a focus on spelling and accuracy in writing.

**Scaffolding** - refers to techniques the teacher can use to support learners in their learning of new language or skills. The techniques include breaking tasks down into small steps, providing demonstrations, providing visuals to support texts and talk, providing learners with dictionaries, guiding learners with teacher talk.

**Scanning** – speedy reading to extract specific bits of information.

**Self-assessment** - this is when the learner assesses their own performance, the strategies they have employed to do something or their attitudes. Self-assessment is often a part of formative assessment and is used to enable the learner to become more autonomous in their learning. Self-assessment is often guided by checklists to help learners know what criteria to use for their evaluation.

**Semantic** – relating to the meaning of words.

**Sentence stems** - a sentence stem is a term used in the design of tests or classroom practice materials to indicate the first part of a sentence which students are then given to complete. The stem scaffolds the student's ideas and language production in writing or speaking.

**SIG** - this acronym stands for Special Interest Group. These groups, often set up by participants, are formal or informal and interact to focus on a mutual interest. There are many SIG

groups for teachers of EFL. They allow teachers to pursue their interests and engage in continuous professional development.

**Skewed input** - this is a characteristic of input language to which learners are exposed. Skewed input refers to particular language features occurring regularly or unusually often in the input rather than the input being varied in the language features, it contains. Research is trying to establish whether skewed or more balanced input is more beneficial to language acquisition.

**Skills** - are the way in which language is used. There are four language skills: reading, listening, writing and speaking, the first two of these being known as productive skills and the latter two as receptive skills. To use these skills we employ a number of microskills. These are sometimes called subskills or strategies. They include for example, reading for gist, speaking intelligibly, writing coherently, listening for specific information.

**Skimming** – reading to get the general picture, without paying attention to details.

**Speech** - a talk, especially a formal one about a particular subject, given to a group of people.

**Spelling** – the process or activity of writing or naming the letters of a word.

**Statement** – something you say or write, especially publicly or officially, to let people know your intentions or opinions.

**Stimulus** – something that helps a process to develop more quickly

**Strategic investment** – the time and learning strategies learners invest into the language learning process.

**Subjective** - this term is used in ELT to refer to types of assessment in which the assessor needs to use their judgment as to how correct an answer is, because the answer is open-ended and can be evaluated according to various different criteria. Speaking tests and essays are examples of subjective assessment formats. Two people listening to the same student speaking might grade him/her differently because they are listening for different things or because they give importance to different aspects of speaking.

**Substitution drill** - a substitution drill is one in which students replace one word in a sentence by another word/ other words of the same part of speech. The substitute word is given to the students as a prompt by the teacher. Substitution drills formed an important part of the audio-lingual method. They provide controlled practice and it was thought they gave learners the opportunity to learn new language by repetition.

**Summary** – a short statement that gives the main information about something, without giving all the details.

**Summative assessment** - the assessment of learning that takes place at the end of a course of learning to see how much of the syllabus covered each learner has learnt.

**Syllabus** – a plan that states exactly what students at school or college should learn in a particular subject.

**Syllabus** - this term is used in two different ways in English language teaching. Sometimes it refers just to a list of the items/areas which students are meant to learn and the teacher to teach over a course of study e.g. particular language skills or

subskills, particular lexis or topics, particular tasks or grammatical structures. This list is presented in the order in which the items/areas are intended to be taught and is usually incorporated into an official school or ministry document and often forms the basis of course books.

**Synonym** – a word with the same meaning as another word in the same language.

**Synopsis** – a short description of the main events or ideas in a book.

**Syntax** – the way words are arranged to form sentences or phrases, or the rules of grammar which control this.

**Target language** - this term is used in two different ways. One use is to identify the language, e.g. Mandarin, Arabic, Spanish, English etc that a learner is trying to learn.

**Task** - a task is a classroom activity that has a 'real-world' outcome e.g. a problem is solved, genuinely wanted information is exchanged. Tasks provide a purpose for the learning and use of language other than simply learning language items for their own sake (Rubdy 1998). Generally, a task is completed by using language freely to communicate in speech or writing. Some believe that tasks should not focus on practising any one specific piece of language, but rather be open-ended.

**Task-Based Learning** - a way of learning and a method of syllabus or course design which is based on learners completing tasks. There is much debate over what constitutes Task-Based Learning, and particularly over what role a focus on language should play, if any. Some e.g. N.S. Prabhu, maintain that there

should be no focus on language in Task-Based Learning i.e. that language should be learnt purely through exposure, acquisition and use. Others prefer to see some language input or focus on form, either at the pre-task stage or post-task or both.

**TBL (n.)** - task-based learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

**Teacher Talking Time (TTT)** - this is the class time the teacher takes up talking to the class, rather than allowing the students to talk or do activities. For many years it was recommended to teachers that they reduce their TTT so as to make their classes more learner-centered. Recently, however, it has been recognized that teacher talk can provide learners with a valuable source of exposure to language, listening practice and feedback.

**Teacher training (n.)** - sometimes used to mean helping trainees and novice teachers to acquire basic classroom skills, such as organizing and writing on a board, or giving clear instructions. Other people in the field use the word in a wider sense, to incorporate the use above, but also to include the meanings of 'teacher education' and 'teacher development' as defined below. It is this wider meaning that we will be referring to, whenever the word 'teacher training' appears in this course.

**Teaching skills (n.)** - the different techniques, approaches and strategies that help teachers to plan and deliver their lessons. Typical teaching skills include effective classroom management, course and lesson preparation and the ability to interpret and make appropriate use of materials.

**Technique** – is a precise strategy, concrete trick or a tested and trusted tip that has designed to help you reach your goals. It could be in form of an exercise or just any activity that you have to do to complete your mission.

**Tense** - Tense is the grammatical form used in a verb to show the time of occurrence of an event or action.

**Test** – a set of questions, exercises or practical activities to measure someone's skill, ability or knowledge.

**Test Teach Test (TTT)** - this is a way of teaching language which stands on its head the classic approach of presenting students with new language then asking them to practise it. In TTT the teacher first of all puts students in a situation where they need to use the target language so he/she can judge whether they know it or not, to what degree they know it and to make the students aware of their need for it. The teacher then presents the target language and gives the students activities in which they are encouraged to use it. The thinking behind TTT is that students shouldn't be spoon-fed with language they may not really need or want, and that creating a need leads to greater motivation to learn and better language learning.

**Text** - a text is a collection of spoken or written sentences or utterances that form a cohesive and coherent whole, which have the features of a particular genre and perform a specific communicative function. Examples of text types are narratives, descriptions, processes.

**Textbook** – a book that contains information about a subject that students study at school/college.

**Thesaurus** - a thesaurus is a reference book of words organized according to their similarity of meaning or belonging to the same lexical set. The purpose of a thesaurus is to help us find the word that best expresses what we want to say. A thesaurus can provide a very rich resource for drawing a mind map. This is why there are several visual thesaurus computer programmes.

**Threshold level** - this term is used with two principal meanings in ELT. The first is to refer to the work by J.K. Van Ek and John Trim 'The Threshold Level' which was first published by the Council of Europe in 1989. This publication was amongst the first to specify per learning level the situations in which learners need to use English, and what grammar, vocabulary and functions they require to do so. The focus of the Threshold Level was mainly on survival language and it was very influential in syllabus and course book design in the 1980s and 1990s. The Threshold Level was considered to be the minimal level at which learners achieved functional ability in the language.

**Top down/bottom up** - these terms are used to refer to strategies we use when listening and reading in order to get meaning from a text. Top down skills involve using our knowledge of the world, such as topic knowledge, familiarity with the speaker, familiarity with the genre, to make sense of what we are hearing or reading. Bottom up skills involve using the language in the text, such as the meaning of words or the grammar of a sentence, to make sense of what we are hearing or reading. Good readers or listeners are believed to make use of the two strategies interactively.

**TPR** - TPR stands for Total Physical Response, and is a way of teaching language developed by James Asher. It involves learners in responding physically to instructions spoken or stories told by the teacher. Learners are not expected to speak until they feel ready to do so. TPR is often used for teaching younger children.

**Transformation drill** - a transformation drill is one in which the teacher provides the students with a base sentence to repeat, then gives them a prompt to incorporate into the sentence. Using the prompt requires learners to change the grammar of the initial sentence. Transformation drills were thought to help students learn new structures by providing controlled practice of a target structure and understanding of the linguistic context in which it operates.

**Translation** – the process of translating words or text from one language into another.

**Tutor** – someone who gives private lessons to one student or a small group.

**Use / Usage** - these terms are used in linguistics in contrast to one another to describe ways in which a person knows language. In usage a person knows about language or items in language abstractly as a component in a language system. In use, a person knows how to use language for communication. This distinction which focuses on the difference between knowing about language (usage) and knowing how to use language (use) was critical in the development of language teaching, away from grammar translation and towards a communicative approach.

Henry Widdowson introduced and developed this distinction in 1978.

**Utterance** - a word or group of words, normally in speech, that make sense by themselves but do not necessarily contain the grammatical requirements of sentences found in more formal written language. The Longman Dictionary of Language Teaching and Applied Linguistics (2010) says of an utterance: 'a unit of analysis in speech which has been defined in various ways but most commonly as a sequence of words within a single person's turn at talk that falls under a single intonation contour. Utterances may sometimes consist of more than one sentence, but more commonly consist of stretches of speech shorter than sentences'. The term *utterance* is often used in contrast to *sentence* in written language.

**Verbal** – spoken rather than written.

**Visual aid** – something such a map, picture, or video that helps students to understand, learn or remember information.

**Visual literacy** - visual literacy is the ability to interpret and make sense of information presented in graphic or pictorial form e.g. through diagrams, charts, images. Visual literacy can act as an aim in a language course or a means through which language is learnt. Visual literacy is also important is CLIL where visual organizers play an important part in scaffolding learning.

**Vocabulary** – all words that someone knows or uses.

**Wait time** - this is the amount of time teachers give students to answer questions. Research indicates that leaving more time

leads to more students wanting to answer, fuller answers and more questions from other students, too

**Warmer** - A warmer, or warm-up activity, is an activity which takes place at the beginning of a lesson and aims to 'warm the learners up' i.e. to get them focused on and energized for a lesson in general or its specific content.

**Washback** - this is a term (in the US more commonly referred to as **Backwash**) used in testing and assessment to describe the effect on the classroom of tests that the learners will take. Washback may affect e.g. the syllabus, methodology, interaction patterns, attitudes to learning etc., and can be positive or negative.

**While-activity** – an activity that is organized as oral or written communication and based on engaging the learners in the communicative task.

**Worksheet** - a piece of paper, or electronic material, which contains tasks, exercises or problems for the learner to complete or solve. The term is sometimes used interchangeably with the term *handout*, but for some there is a difference as a *handout* provides materials for reference only rather than activities.

# ELT acronyms

**5W's** = Who, What, Where, When and Why

**BE** = Bilingual Education

**CALL** = Computer Assisted Language Learning

**CALLA** = Cognitive Academic Language Learning Approach

**CALP** = Cognitive Academic Language Proficiency

**CBI** = Content Based Instruction

**CELTA** = Certificate in English Language Teaching to Adults

**CLL** = Community Language Learning

**CLT** = Communicative Language Teaching

**CPE** = Cambridge Proficiency Examination

**EAP** = English for Academic Purposes

**EAP** = English for Academic Purposes

**EFL** = English as a Foreign Language (Studying English in non-English-speaking countries)

**ELL** = English Language Learner

**ELL** = English Language Learner

**ELT** = English Language Teaching (or sometimes Training)

**ESL** = English as a Second Language (Studying English as a non-native speaker in a country where English is spoken. Depending on where you are from,the term ESL may be more inclusive and includes EFL. For some people the reverse seems to be true.)

**ESOL** = English to Speakers of Other Languages (Note: ESL and EFL are often used interchangeably. This acronym is an attempt

to make a generic term and then assign more limited meanings to ESL and EFL.)

**ESP** = English for Special (Specific) Purposes

**ESP** = English for Specific Purposes / English for Special Purposes

**EST** = English for Science and Technology

**FEP** = Fluent English Proficient (or Proficiency)

**FES** = Fluent English Speaker

**FLT** = Foreign Language Teaching

**GTM** = Grammar Translation Method

**IEP** = Intensive English program

**IPA** = International Phonetic Alphabet (or Association)

**L1** = "Language 1" = the student's native (primary or first acquired) language.

**L2** = "Language 2" = the language being learned or studied

**LEP** = Limited English Proficiency (or Proficient)

**LEP** = Limited English Proficient (or Proficiency)

**LES** = Limited English Speaker.

**LL** = Language Lab

**LMS** = Language Minority Student

**LSP** = Languages for Special Purposes

**MLAT** = The Modern Language Aptitude Test

**NEP** = Non English Proficient (or Proficiency)

**NNS** = Non-Native Speaker

**NS** = Native Speaker

**OHP** = Over Head Projector

**OHP** = Overhead Projector

Other Acronyms Related to TESL

**SLA** = Second Language Acquisition

**SLA** = Second Language Acquisition

**STT** = Student Talking Time

**TEFL** = Teaching English as a Foreign Language

**TEP** = Transitional English Proficiency

**TESL** = Teaching English as a Second Language

**TESOL** = Teaching English to Speakers of Other Languages (It is also the name of an association, Teachers of English to Speakers of Other Languages, Inc.)

**TL** = Target Language

**TOEFL** = Test of English as a Foreign Language

**TOEIC** = Test of English for International Communication

**TPR** = Total Physical Response

**TPR** = Total Physical Response

**TSE** = Test of Spoken English

**TTT** = Teacher Talking Time

**TWE** = Test of Written English

**VESL** = Vocational English as a Second Language

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# Common ESL Terms

**ESL** = English as a Second Language

**ELL** = English Language Learner

**EL** = English Learner

**ELD** = English Language Development

**ESOL** = English for Speakers of Other Languages

**TESOL** = Teachers of English to Speakers of Other Languages

**TESL** = Teaching English as a Second Language

**SLL** = Second Language Learner

**LEP** = Limited English Proficient

**NEP** = Non-English Proficient

**NES** = Non-English Speaking

**BICS** = Basic Interpersonal Communication Skills

**CALP** = Cognitive Academic Language Proficiency