

University of Cambridge ESOL Examinations

Teaching Knowledge Test

Glossary



UNIVERSITY of CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages



TKT GLOSSARY OF ENGLISH LANGUAGE TEACHING (ELT) TERMINOLOGY

NB This list is indicative only. Other terms may also be used in TKT. The words are entered into categories so as to help the reader. Some words could fall into more than one category. However, to economise on space they have only been entered once.

MODULE 1

Concepts and terminology for describing language

GRAMMAR

Active voice

In an **active** sentence, the subject of the verb usually does or causes the action, e.g. The car hit the tree. See **passive voice**.

Adjective

An adjective describes or gives more information about a noun, pronoun or clause, e.g. a cold day.

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

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

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

A **possessive adjective** shows who something belongs to, e.g. *my, our.*

A **superlative adjective** compares more than two things, e.g. *He is the tallest boy in the class.*

Adverb

An adverb describes or gives more information about how, when, where or to what degree something is done, e.g. *he worked quickly and well.*

Auxiliary verb: see **verb**.

Article

An article can be definite (*the*), indefinite (*a*) or zero (-), e.g. *I was at (-) home in the sitting room when I heard a noise.*

Aspect

A way of looking at **verb** forms not purely in relation to time. The perfect, continuous and simple are aspects. The continuous aspect, for example, suggests that something is happening temporarily.

Base form of the verb: see **verb**.

Clause

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

Main clause

When the teacher arrived, the students stopped talking.

Subordinate clause

When the teacher arrived, the students stopped talking.

Relative clause

The students who were sitting near the front stood up.

Collective noun: see **noun**.

Comparative adjective: see **adjective**.

Compound noun: see **noun**.

Conditional

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

Conditional forms

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

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

Second conditional, e.g. *I would go if they asked me.*

Third conditional, e.g. *I would have seen her if I had arrived earlier.*

Conjunction

A conjunction (or connector) is used to connect words, phrases, clauses or sentences, e.g. *I like tea but I don't like coffee because it's too strong for me.*

Connector: see **conjunction**.

Countable noun: see **noun**.

Demonstrative adjective: see **adjective**.

Demonstrative pronoun: see **pronoun**.

Dependent preposition: see **preposition**.

Determiner

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

Direct question

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

Direct speech

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

First conditional: see **conditional forms**.

Gerund, -ing form

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

Grammatical structure

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

Imperative

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

Indirect question

The words someone uses when they are telling someone what somebody else asked, e.g. *Peter asked Sue what she meant.*

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

See **direct question**.

Indirect speech: see **reported statement**.

Infinitive: see **verb**.

Infinitive of purpose

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

-ing/-ed adjective: see **adjective**.

Intensifier

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

Interrogative

A question form.

Irregular verb: see **verb**.

Main clause: see **clause**.

Modal verb: see **verb**.

Noun

A person, place or thing, e.g. *elephant, girl, grass, school.*

A **collective noun** is a noun which includes a group of people or things, e.g. *the police, the government.*

A **compound noun** is a combination of two or more words which are used as a single word, e.g. *a flower shop, a headache.*

A **countable** noun has a singular and plural form, e.g. *book → books.*

An **uncountable** noun does not have a plural form, e.g. *information.*

A **proper noun** is the name of a person or place, e.g. *Robert, London.*

A **singular noun** is one person, place or thing.

A **plural noun** is more than one person, place or thing and can be regular or irregular, e.g. *boys, women.*

Object

This is a noun or phrase that describes the thing or person that is affected by the action of a verb, e.g. *I saw Mary in the classroom.* See **subject**.

Object pronoun: see **pronoun**.

Participle (past and present)

The form of the verb that is used to make tenses or adjectives, e.g. *an interesting film* (present participle); *I haven't seen him today.* (past participle)

Passive voice

In a **passive** sentence, something is done to or happens to the subject of the verb, e.g. *The tree was hit by the car.* See **active voice**.

Past perfect simple and continuous, progressive: see **tense**.

Past simple and past continuous, progressive: see **tense**.

Personal pronoun: see **pronoun**.

Phrase

A group of words which make sense, but do not form a sentence.

Plural noun: see **noun**.

Possessive adjective: see **adjective**.

Possessive pronoun: see **pronoun**.

Possessive 's' and whose

Ways of showing or asking who something belongs to, e.g. 'Whose book is it?' 'It's Sue'ss'.

Preposition

A word used before a noun, noun phrase or pronoun to connect it to another word, e.g. *He was in the garden.*

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

Present continuous, progressive for future: see **tense**.

Present perfect simple and continuous, progressive: see **tense**.

Present simple and continuous, progressive: see **tense**.

Pronoun

A word that replaces or refers to a noun or noun phrase just mentioned.

Demonstrative pronoun, e.g. *this, that*.

Object pronoun, e.g. *him*.

Personal pronoun, e.g. *I* (subject pronoun), *me* (object pronoun)

Possessive pronoun, e.g. *mine*

Reflexive pronoun, e.g. *myself*

Relative pronoun, e.g. *which*

Proper noun: see **noun**.

Punctuation

The symbols or marks used to organise writing into **clauses**, **phrases** and sentences to make the meaning clear, e.g. full stop, capital letter, apostrophe and comma.

Quantifier

A word or phrase such as '*much*', '*few*' or '*a lot of*' which is used with a noun to show an amount, e.g. *I don't have much time; I have a lot of books.*

Question tag

A phrase such as '*isn't it?*' or '*doesn't he?*' that is added to the end of a sentence to make it a question, or to check that someone agrees with the statement, e.g. *It's very cold, isn't it?*

Reflexive pronoun: see **pronoun**.

Regular verb: see **verb**.

Relative clause: see **clause**.

Relative pronoun: see **pronoun**.

Reported statement

When someone's words are reported by another person, e.g. *She said she was sorry.* See **indirect question**.

Reporting verb

A verb such as '*tell*', '*advise*', '*suggest*' used in **indirect speech** to report what someone has said, e.g. *Jane advised John to study harder.*

Second conditional: see **conditional forms**.

Singular noun: see **noun**.

Subject

This is the noun or phrase that goes before the verb in a sentence to show who is doing the action, e.g. *John plays tennis every Saturday.* See **object**.

Subject-verb agreement

When the form of the verb matches the person doing the action of the verb, e.g. *I walk, he walks*. If a student writes *I walks*, then it is wrong because there is no subject-verb agreement.

Subordinate clause: see **clause**.

Superlative adjective: see **adjective**.

Tense

A form of the verb that shows whether something happens in the past, present or future, e.g.

Past perfect simple and continuous, progressive

After I had phoned Mary, I went out. (past perfect simple)

I had been studying for three hours, so I felt quite tired. (past perfect continuous, progressive)

Past simple and past continuous, progressive

I was talking (past continuous, progressive) to my friend when the taxi came. (past simple)

Present continuous, progressive for future

What are you doing at the weekend?

Present perfect simple and continuous, progressive

I have known him for a long time (present perfect simple).

I have been studying for three years (present perfect continuous, progressive).

Present simple and continuous, progressive

I work at a school (present simple) and *I am working in London now* (present continuous, progressive).

Third conditional: see **conditional forms**.

Third person

A **verb** or a **pronoun** which shows that somebody or something is being spoken about, e.g. He, she, it, they.

Time expression

A word or phrase that indicates a time period, such as *after, by*, e.g. *I will meet you after the lesson*.

Uncountable noun: see **noun**.

Used to

A structure that shows something happened in the past but does not happen now, e.g. *I used to live in London, but now I live in Paris*.

Verb

The word which follows the subject of a sentence, and is sometimes described as the 'action' word, e.g. *I like cheese; He speaks Italian*.

An **auxiliary verb** is a verb used with other verbs to make questions, negatives and tenses, e.g. *be, do, have*.

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

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

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

A **modal verb** is a verb used with other verbs to show ideas such as ability or obligation or possibility. They include *can, must, will, should*, e.g. *I can speak French, but I should study even harder*.

A **regular verb** changes its forms by adding *-ed* in the past simple and past participle, e.g. *walk* → *walked* (past simple).

Verb pattern

The form of the words following the verb, e.g. *he advised me to get there early*. (*advise* + object pronoun + *to* + **base form**)

LEXIS

Affix

A meaningful group of letters added to the beginning or end of a word to make a new word. **Affixation** is the process of adding a **prefix** or **suffix** to word.

A **prefix** is a meaningful group of letters added to the beginning of a word, e.g. *appear* – *disappear*.

A **suffix** is a meaningful group of letters added to the end of a word to make a new word which can be a different part of speech, e.g. *care* – *careful*.

Antonym

The opposite of another word, e.g. *hot* is the antonym of *cold*.

Collocation

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

Compounds

Nouns, verbs, adjectives or prepositions that are made up of two or more words, e.g. *assistant office manager*, *bring back*, *long-legged*, *due to*.

False friend

A word in the target language which looks or sounds as if it has the same meaning as a similar word in the learners' first language but does not.

Homophone

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

Idiom

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

Lexical set

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

Lexis

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

Multi-word verb: see **phrasal verb**.

Part(s) of speech

A description of the function of a word or a phrase in a sentence, e.g. **noun**, **verb**, **adjective**.

Phrasal verb, multi-word verb

A verb which is made up of more than one word (e.g. a **verb** + **adverb** particle or **preposition**) which has a different meaning from each individual word, e.g. *look after* – *A mother looks after her children*.

Prefix: see **affix**.

Suffix: see **affix**.

Synonym

A word which has the same or nearly the same meaning as another word, e.g. *nice* is a synonym of *pleasant*.

PHONOLOGY

Connected speech

Spoken language in which the words join to form a connected stream of sounds.

Consonant

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

Contraction

A shorter form of a word or words, e.g. *you have = you've; it is = it's*.

Diphthong

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

Feature (e.g. of connected speech)

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

Intonation

The way the level of a speaker's voice changes, often to show how they feel about something, e.g. if they are angry or pleased. Intonation can be rising or falling or both.

Linking

The way different sounds can link into each other in connected speech, e.g. *it's a good day* – /ɪtsəʊɡʊdɛɪ/

Main stress: see **stress**.

Minimal pair

Two words which are different from each other only by one meaningful sound, and by their meaning, e.g. *hear, fear*.

Phoneme

The smallest sound unit which can make a difference to meaning e.g. /p/ in *pan*, /b/ in *ban*. Phonemes have their own symbols (**phonemic symbols**), each of which represents one sound. Words can be presented in **phonemic script** (usually International Phonetic Alphabet or IPA), e.g. /dɒktər/ – *doctor*. **Phonemic transcription** is used in dictionaries to aid pronunciation.

Rhyme

1. Words that sound the same, e.g. *hat, cat*.
2. A song or poem with words that sound the same at the end of each line
I believe I can fly.
I believe I can touch the sky.

Rhythm

A regular pattern of **stress** and **syllable** length.

Schwa: see **stress**.

Sentence stress: see **stress**.

Stress

Sentence stress is where different words in a sentence are stressed. In English these are usually the information-carrying words. In the sentence *It was a lovely evening, and the temperature was perfect*, the **main stress**, when spoken, is probably on the word *perfect*. Stress can therefore be used to show meaning, to emphasise a particular point or feeling.

Strong/weak forms

If the word is unstressed, the **weak form** of vowels may be used, e.g. *I can* (/kən/) *speak Italian, French, English and Spanish*. The sound /ə/ is called the **schwa**.

If a word is important, then the strong form is used, and the pronunciation changes, e.g. *I can* (/kaen/) *speak a little Spanish in an emergency*.

Word stress is the pronunciation of a **syllable** with more force than the surrounding syllables which are said to be **unstressed**, e.g. *umbrella*.

Sometimes, a word may have two stresses, in which case one syllable takes the **main stress**. In the word *independent*, for example 'pen' takes the main stress.

Strong forms: see **stress**.

Syllable

A part of a word that usually contains a single vowel sound, e.g. *pen* = one syllable; *teacher* = two syllables – teach/er; *umbrella* = three syllables – um/bre/lla.

Unvoiced sound: see **voiced/unvoiced sound**.

Voiced sound/unvoiced sound

A voiced sound is a way of pronouncing sounds with vibration (voiced) or without vibration (unvoiced) in the throat. In English, vowels are usually voiced. Many sounds differ only because they are either voiced, e.g. /b/ or unvoiced, e.g. /p/.

Vowel

One of the sounds shown by the letters *a, e, i, o u* and sometimes *y*. See **consonant**.

Weak forms: see **stress**.

Word stress: see **stress**.

FUNCTIONS

Candidates should already be familiar with common functions such as *asking, telling, replying, thanking* and *suggesting*.

Appropriacy noun **appropriate/inappropriate** adj

Language which is suitable or correct in a particular situation. See **register**.

Colloquial

Language used in **informal** conversations or writing.

Declining, refusing an invitation

To refuse or decline an invitation, e.g. *I'm sorry but I can't*.

Enquiring

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

Express

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

Expressing ability, e.g. *I can swim*.

Expressing intention, e.g. *I'm planning to visit him next year*.

Expressing necessity, e.g. *He needs to get a new passport*.

Expressing obligation, e.g. *You must wear a seatbelt*.

Expressing permission, e.g. *Can I have a look at your book?*

Expressing preference, e.g. *I'd rather have coffee than tea*.

Expressing probability, e.g. *He should be in later*.

Formal (language): see **register**.

Formality (level of): see **register**.

Function

The reason or purpose for communication, e.g. *making a suggestion; giving advice*.

Functional exponent

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

Greeting

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

Inappropriate: see **appropriacy**.

Informal (language): see **register**.

Informality (level of): see **register**.

Instructing

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

Negotiating

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

Neutral

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

Predicting

To say what you think is likely to happen, e.g. *I think the story will end happily.*

Register

The formality or informality of the language used in a particular situation. Formal register or language is used in serious or important situations, e.g. in a job application. Informal register or language is used in relaxed or friendly situations, e.g. with family or friends.

Requesting, making a (polite) request

To ask someone politely to do something, e.g. *Please could you open the window?*

Speculating

To guess something, e.g. *I think it might be an easy test.*

Concepts and terminology for describing language skills

Accuracy

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

Authenticity: see **authentic material**.

Context

1. The situation in which language is used or presented in the classroom.
2. The words or phrases before or after a word which help a student to understand that word.

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.*

Develop skills

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

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

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

Edit

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

Extensive listening/reading

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

Extract

Part of a text.

Fluency, oral fluency

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

Infer attitude, feeling, mood

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

Intensive listening/reading

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

Interaction noun, **interact** verb, **interactive strategies**

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

Layout

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

Listen/read for detail

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

Listen/read for gist

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

Listen/read for mood

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

Note-taking noun, **take notes** verb

Note-taking is one of the **subskills** of writing. To take notes means to write down ideas in short form.

Oral fluency: see **fluency**.

Paragraph noun + verb

A paragraph is part of a longer piece of writing such as an essay, which starts on a new line and usually contains a single new idea. When a writer is paragraphing, he/she is creating paragraphs. See **topic sentence**.

Paraphrase noun + verb

To say or write something in a short and clear way, using different words. If a learner is not sure of the exact language they need to use, they can paraphrase, i.e. explain their meaning using different language.

Prediction noun, **predict** verb

A technique or **learner strategy** students can use to help with listening or reading. Students 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. This makes it easier for them to understand what they read or hear.

Process noun

A series of actions performed in order to do, make or achieve something.

Process writing

An approach to writing, which looks at writing as a **process** and includes different stages of writing such as planning, **drafting**, **re-drafting**, **editing**, **proofreading**.

Productive skills

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

Proofread

To read a text checking to see if there are any mistakes in spelling, grammar etc.

Re-draft: see **draft**.

Receptive skills

When students do not have to produce language; instead they read or listen to a text. See **productive skills**.

Scan

To read a text quickly to pick out specific information.

Skill, subskill

The four language skills are listening, speaking, reading and writing. Each skill can be divided into smaller **subskills** that are all part of the main skill, e.g. identifying text organisation (reading); identifying **word stress** (listening).

Skim

To read a text quickly to get a general idea of what it is about.

Subskill: see **skill**.

Summary noun, **summarise** verb

To take out the main points of a long text, and rewrite them in a short, clear way, using full sentences.

Text structure

The way a text is organised. For example, an essay typically has an introduction, main section and conclusion.

Topic

The subject of a text or lesson.

Topic sentence

A sentence that gives the main point or subject of a **paragraph**. This is usually the opening sentence in a paragraph.

Background to language learning

Achievable target, goal

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

Acquisition noun, **acquire** verb

To learn a language without studying it, just by hearing and/or reading and then using it. This is the way we all learn our first language.

Attention span

How long a student is able to concentrate at any one time.

Auditory learner: see **learning style**.

Cognitive (processes)

The mental processes involved in thinking, understanding or learning.

Confidence

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

Conscious (of)

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

Deductive learning

An approach to learning in which students are first taught the rules and given all the information they need about the language. Then they use these rules in language activities. See **inductive learning**.

Demotivate: see **motivation**.

Developmental error: see **error**.

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).

See **slip**.

Expectation noun

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

Exposure noun, expose verb

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

Factor

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

First language: see **mother tongue**, **L1**.

Focus on form

To pay attention to language by identifying and practising it.

Goals

Aims that a student or teacher may have.

Guidance

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

Ignore (errors)

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

Independent study

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

Inductive learning

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

Interference

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

Interlanguage

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.

Kinaesthetic learner: see **learning style**.

L1/L2

L1 is the learner's **mother tongue** or first language; L2 is the learner's second or other language.

Language awareness

Understanding the rules of how language works.

Learner autonomy noun, **autonomous** adj, **learner independence**

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

Learner characteristics

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

Learner independence: see **learner autonomy**.

Learner training

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

Learning resources

The materials or tools which help students learn, e.g. books, computers, cassettes etc.

Learning strategies

The techniques which a student consciously uses when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.

Learning style

The way in which an individual learner naturally prefers to learn something.

Auditory learner

A learner who remembers things more easily when they hear them spoken aloud. This type of learner likes the teacher to say a new word aloud as well as writing it on the board.

Kinaesthetic learner

A learner who learns more easily by physically doing things. This type of learner likes 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 likes the teacher to write a new word on the board as well as saying it aloud.

Linguistic

Connected with language or the study of language.

Maturity noun, mature adj

Fully grown or developed. If a learner is mature in attitude, they behave in an adult way. A learner's maturity (physical, emotional and mental) influences a teacher's approaches and/or decisions.

Memorable

Describes something which is easy to remember.

Memorise

To learn something so that you can remember it later.

Mother tongue

The very first language that you learn as a baby, which is usually the language spoken to you by your parents. Also called **L1** or first language.

Motivation noun, motivate verb

Motivation is the thoughts and feelings which make us want to do something and help us continue doing it.

Demotivate verb demotivated adj

To make someone lose motivation.

Unmotivated adj

Without motivation; having no motivation.

Natural order

The order in which learners naturally learn some items in their first or other languages. Some language items are learnt before others and it can be difficult for teachers to influence this order.

Needs

The language, language **skills** or **learning strategies** a student still has to learn, or the conditions they need to help them learn.

Participation noun, participate verb

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

Personalisation noun, personalise verb

When a teacher helps a student to connect new words, topics, texts or grammar to their own life.

Pick up: see **acquisition**.

Processing language

The way in which the brain works on language, consciously or unconsciously, in order to learn or understand it.

Proficient

To be very good at something because of training and practice, e.g. speaking English.

Silent period

The time when students who are beginning to learn a first or second language prefer to listen (or read) for some time before producing the language.

Slip

When a student makes a language mistake that they are able to correct themselves without help from the teacher. See **error**.

Target language culture

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

Work language out

When students try to understand how and why particular language is used. See **inductive learning**.

Unmotivated: see **motivation**.

Visual learner: see **learning style**.

Background to language teaching

PRESENTATION TECHNIQUES, APPROACHES AND INTRODUCTORY ACTIVITIES

Activity-based learning

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

Communicative Approach

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

Concept checking

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

Concept questions: see **concept checking**.

Content-based learning

When a subject, e.g. maths or history, is taught through the second language.

Contextualise

To put new language into a situation that shows what it means, e.g. *The music in the disco was very loud*. See **set the scene, context**.

Definition noun, **define** verb

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

Elicit

When a teacher asks careful questions to get students to give an answer.

Emphasis noun, **emphasise** verb

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

Functional Approach

A way of teaching which uses a **syllabus** based on functions rather than on grammatical structures.

Gesture noun + verb

A movement with part of the body, e.g. hand, head.

Grammar-Translation method

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

Guided discovery

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

Ice-breaker

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

Illustrate meaning

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

Introductory activity

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

Lexical Approach

A way of analysing language that is based on lexical items such as words, multi-word units, collocations and fixed expressions rather than **grammatical structures**. Some ELT books and materials organise their syllabuses around the Lexical Approach.

Meaningful

1. something which shows the meaning of language.
2. something which has a value for students in the real world.

Mime

noun + verb

Body movements used to convey meaning without using words.

Presentation

noun, **present** verb

To introduce new language.

Presentation, Practice and Production (PPP)

A way of teaching new language in which the teacher **presents** the language, gets students to practise it in exercises or other **controlled practice** activities and then asks students to use the same language in a **communicative** way in their practice.

Situational presentation

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

Structural Approach

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

Task-based Learning (TBL)

A way of teaching in which the teacher gives students meaningful **tasks** to do. The teacher may ask students to think about the language they have used to do the tasks, but the main focus for students is on the task itself. Project work is task-based.

Teaching strategy

The procedure or approach used by a teacher in the classroom, e.g. a teacher may choose to give thinking time to students before they speak.

Test-teach-test

A way of teaching new language. The teacher asks students to do a **task** without giving them any help, to see how well they know a certain piece of language (this is the first *test*). The teacher then **presents** the new language to the students (*teach*), then asks the students to do another task using the new language correctly (this is the second *test*).

Total Physical Response (TPR)

A way of teaching in which the teacher **presents** language items as instructions and the students have to do exactly what the teacher tells them, e.g. *Open the window! Stand up!* This method is very **meaningful** and good for beginners when they start to learn a new language, as they have a **silent period** and can make fast progress.

Warmer noun, **warm up** verb

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

PRACTICE ACTIVITIES AND TASKS

Brainstorm noun + verb

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

Categorisation noun, **categorise** verb

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

Chant noun + verb

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

Choral drill: see **drill**.

Communicative activity

A classroom activity in which students need to communicate to complete the activity.

Controlled practice: see **practice**.

Drill

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

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

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

In a **substitution drill** the teacher provides a sentence and a different word or phrase which the student must use (or **substitute**) in exactly the same structure, e.g.

Teacher:	<i>I bought a <u>book</u>. <u>Pen</u>.</i>
Student:	<i>I bought a <u>pen</u>.</i>

In a **transformation drill** the teacher says a word or a sentence and the student answers by changing the sentence into a new grammatical structure, e.g.

Teacher:	<i>I bought a pen.</i>
Student:	<i>I didn't buy a pen.</i>
Teacher:	<i>I went to the cinema.</i>
Student:	<i>I didn't go to the cinema.</i>

Extension task

An activity which give students further practice of the **target language** or the **topic** of the lesson.

Freer practice: see **practice**.

Gap-fill

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

Guided writing

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

Individual drill: see **drill**.

Information-gap activity

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

Jigsaw listening/reading

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

Jumbled paragraphs, pictures, sentences

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

Label

To match the name of an object to the object. Students are often asked to label pictures of objects with the correct name.

Less controlled practice: see **practice**.

Mind map: see **word map**.

Picture stories

Stories that are in pictures instead of words.

Practice**Controlled practice, restricted practice**

When students practise the **target language** in restricted situations in which they have little or no choice of what language they use. The teacher focuses on accurate use of the target language.

Less controlled, freer practice

When students practise the **target language** more freely, with more choice of what they say and what language they use.

Prioritising: see **rank ordering**.

Problem solving

Students work in pairs or groups to find the solution to a problem. Problem-solving activities usually help to develop fluency.

Project work

An activity which focuses on completing a **task** on a specific topic. Students often work in groups to create something such as a class magazine. Students sometimes have to do some work by themselves, sometimes outside the classroom.

Rank ordering

An activity in which students have to put things into order of importance for a given situation, e.g. they have to decide which four things to take on holiday with them (passport, toothbrush, money etc.) from a list of ten. This is also known as prioritising.

Restricted practice: see **practice**.

Revision noun, **revise** verb

When a student or teacher looks at language or skills that have already been taught again in order to remember this language better. Teachers often do this in the classroom to help students to prepare for a test.

Role-play

A classroom activity in which students are given roles to act out in a given situation.

Substitution drill: see **drill**.

Survey

Students find out information from others by asking questions or using questionnaires in order to practise.

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, **L2**.

Task

An activity which students complete which has a definite result. For example, **problem-solving** activities or **information-gap** activities are tasks.

Task-type

A set of questions that are all of one kind which are used to assess students, e.g. multiple choice, gap-fill, matching.

Transformation drill: see **drill**.

Visualise, visualisation

To form a mental picture of something. Visualisation can help students to remember new words or can be used for creative story-telling.

Word map

A way of recording vocabulary on the same topic in a diagram. This is also known as a mind map.

ASSESSMENT

Achievement test: see **test**.

Assessment noun, **assess** verb

Continuous assessment

A type of testing which is different from a final examination. Some or all of the work that students do during a course is part of the final mark.

Formal assessment, evaluation

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

Formative assessment, evaluation

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

Informal assessment, evaluation

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

Peer assessment, evaluation

When students give **feedback** on each other's language.

Self-assessment, evaluation

When students decide for themselves if they think their progress or language use is good or not.

Assessment criteria

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

Cloze test

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

Continuous assessment: see **assessment**.

Diagnostic test noun, **diagnose** verb: see **test**.

Evaluation

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

Formal assessment: see **assessment**.

Formative assessment: see **assessment**.

Informal assessment: see **assessment**.

Item

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

Learner profile

A description of a student, including their ability and their **needs**.

Matching task

A type of **task** in which students are asked to pair related things together, for example, match two halves of a sentence, or a word with a picture.

Multiple-choice questions

A type of **task** in which students are given a question and have three or four possible answers. They choose the correct answer.

Objective test: see **test**.

Open comprehension questions

A type of **task** in which students read or listen to a text and answer questions using their own words.

Oral test

A test of speaking ability.

Peer assessment: see **assessment**.

Placement test: see **test**.

Portfolio

A collection of work that a student uses to show what they have done in preparation for a particular course or exam.

Proficiency test: see **test**.

Progress test: see **test**.

Self-assessment: see **assessment**.

Sentence completion

A type of task in which students are given parts of a sentence and are asked to complete the sentence, using specific **target language**.

Sentence transformation

A type of **task** in which students are given a sentence and have to complete a second sentence so that it means the same as the first, e.g.

It's too cold to play tennis.

It _____ to play tennis. (enough)

It isn't warm enough to play tennis.

Subjective test: see **test**.

Summative test: see **test**.

Test

A formal **assessment** of a student's language.

An **achievement test** is used to see how well students have learnt the language 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 students have with language. The teacher **diagnoses** the language problems students have. It helps the teacher to plan what 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 used at the beginning of a course to identify a student's level of language and find the best class for them.

A **proficiency test** is used to see how good students are at language, or use of the 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. 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 that point.

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. See **formative assessment/evaluation**.

True/false questions

A type of **task** in which students read or listen to a text and decide whether statements are correct (true) or not correct (false).

Tutorial

When a teacher talks to a student individually or a small group of students to give **feedback** on their progress in the class.

MODULE 2

Lesson planning

Achieve aims, objectives

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

Aim

What the teacher tries to achieve in the lesson or 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 in the situation of travel.

A **subsidiary aim** is the secondary focus of the lesson, less important than the main aim. It could be the language or skills students must be able to use well in order to achieve the main aim of the lesson or a skill or language area which is practised while focusing on the main aim.

A **personal aim** is what the teacher would like to improve on in his/her teaching, e.g. *To reduce the time I spend at the whiteboard.*

Analyse language

To think about language, e.g. what the form of the structure is and why it is being used in this way in this situation.

Anticipate language problems

When teachers are planning a lesson, they think about what their students might find difficult about the language in the lesson so that they can help them learn more effectively at certain points in the lesson.

Arouse, generate interest

To make students interested in a task.

Assumptions

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

Class profile

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

Components (of a lesson plan)

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

Consolidate

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

Enable

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

Encouragement noun, encourage verb

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

Feedback noun + verb, conduct, elicit or give feedback

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

Peer feedback

Feedback given to a student by another student in the class.

Focus on

To direct someone's attention to something. To make someone notice something.

Highlight

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

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

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

Main aim: see **aim**.

Pace

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

Peer feedback: see **feedback**.

Personal aim: see **aim**.

Pre-teach (vocabulary)

Before introducing a text to students, the teacher teaches vocabulary from the text which they think the students do not already know.

Procedure

The details of what is going to happen in each stage of a lesson.

Raise awareness

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

Recycle

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

Reflect on teaching

To think about a lesson after teaching it.

Reinforce

To make a student's understanding of the target language more complete by going over it again. See **consolidate**.

Scheme of work

A basic plan of what a teacher will teach for a number of lessons.

Sequence noun + verb

A **sequence** is a series of things, e.g. activities in a lesson. Students can sequence pictures in a story i.e. put them in order.

Set a question, task, test

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

Set the scene, the context

To explain or present the **context** of something students will read, hear, talk or write about, to make the situation clear for them.

Specification noun, **to specify (aims)** verb

A clear and exact description of what the teacher wants students to learn. Aims are specified at the beginning of a lesson plan.

Stage, step

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

Stimulate (discussion)

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

Student-centred

When the students are at the centre of the activities and have the chance to work together and think for themselves. See **teacher-centred**.

Subsidiary aim: see **aim**.

Syllabus

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

Teacher talking time

The total time in a lesson that a teacher speaks, compared with the total time the students speak.

Teacher-centred

When the teacher is at the centre of most stages of the lesson, controlling the lesson from the front of the classroom. See **student-centred**.

Timing

The likely time which different activities or stages in a lesson plan should take. When teachers plan lessons, they think about how long each activity will take and they usually write this on their plan.

Variety noun, **vary** verb

To introduce different things such as different types of **activities** or **tasks**, language **skills**, **interaction patterns**, **pacing** or **timing** into a lesson. Good teachers try to include **variety** in their lesson, so that students stay interested.

Reference resources

Bilingual dictionary

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

Consult

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

Headword

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

Monolingual dictionary

This uses only the **target language** for **headwords**, definitions, examples etc. See **bilingual dictionary**.

Phonemic chart

A poster or large diagram of the **phonemic symbols**.

Reference materials, resources

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

Teaching materials and aids

Activity book: see **book**.

Adapt (material)

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

Audio script: see **tapescript**.

Authentic material

Written or spoken texts which a first language speaker would read or listen to. They may be taken from newspapers, radio etc. The language is not made easier.

Board game

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

Book

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

A **coursebook** or **textbook** is used regularly by students in the class. It generally contains grammar, vocabulary and skills work. A **coursebook unit** is a chapter of a coursebook.

A **teacher's book** accompanies the coursebook, and contains teaching ideas, **tapescripts** and answers to coursebook activities.

Brochure: see **leaflet**.

Chart

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

Coursebook: see **book**.

Coursebook unit: see **book**.

Crossword puzzle

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

Dialogue

A conversation between two people.

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**.

Exploit (material)

To use material for a particular purpose.

Flashcard

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

Flipchart

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

Graded reader

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

Graph

A drawing that uses a line or lines to show how two or more things are related to each other.

Grid

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

Handout, worksheet

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

Language laboratory

A room in a school where students can practise language by listening to tapes and by recording themselves speaking.

Leaflet, brochure

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

Learning centre: see **self-access centre**.

Overhead projector (OHP)

A piece of equipment that makes images appear on a wall or screen. It can be used in a classroom instead of a whiteboard or blackboard.

Overhead transparency (OHT)

The plastic sheet a teacher can write on and use on an **overhead projector (OHP)**.

Puppet

A model of a person or animal that a teacher can move by putting their hand inside it, which is often used when teaching young learners.

Realia

Real objects such as menus, timetables and **leaflets** that can easily be brought into the classroom for a range of purposes.

Resources: see **teaching aids**, **reference materials**, **resources**, **learning resources**.

Rubric

Written instructions for a **task**.

Self-access centre, learning centre

A place with **learning resources** such as books, computers and cassettes where students can study by themselves.

Supplementary material

The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials.

Tapescript, audio script, transcript

The written version of the words students hear when doing a listening activity. These can often be found in a **teacher's book**.

Teacher's book: see **book**.

Teaching aids

Any materials or resources a teacher uses in the classroom, e.g. **OHP**, **charts**. See **realia** and **learning resources**.

Textbook: see **book**.

Transcript: see **tapescript**.

Video clip

Part of a video that can be used in class.

Visual (aid)

A picture or a diagram that can help teachers **illustrate meaning**.

Workbook: see **book**.

Worksheet: see **handout**.

MODULE 3

Teachers' and learners' language in the classroom

Candidates should be familiar with common terms such as *ask, tell, reply*

Ask for clarification

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

Clarify

To make clear what you mean.

Convey meaning

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

Facial expression

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

Hesitate

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

Model noun + verb

A clear example of the **target language** for students to write down and save as a record. If a teacher is focusing on the **target language** of a lesson, they usually choose a model sentence, which they write on the board. The teacher often models the language as well, by saying it clearly before **drilling** the students.

Narrate

To tell a story or talk about something that has happened. Teachers often narrate stories to young learners.

Praise

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

Prompt

To help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue. See **word prompt**.

Response noun, respond verb

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

Word prompt

When a teacher suggests a word that the student hasn't remembered, e.g.

Student: *I want to in an office*
Teacher: *Work?*
Student: *Yes, I want to work in an office.*

A teacher can also use a word prompt to correct a student, e.g.

Student: *He don't like that.*
Teacher: *Grammar.*
Student: *Sorry – he doesn't like that.*

See **prompt**.

Learners' mistakes and correction strategies

Correction code

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

Echo correct

When a student makes a mistake, the teacher repeats the mistake with rising **intonation** so that students can correct themselves, e.g.

Student: *He don't like it.*
Teacher: *Don't?*
Student: *He doesn't like it.*

Over-application of the rule

When a student uses a grammatical rule too much, making an incorrect word or structure by following a regular pattern, e.g. a student says *There were three girls* (correct plural form) *and two mans.* (incorrect plural form)

Over-generalisation: see **over-application of the rule**.

Reformulation noun, **reformulate** verb

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

Repetition

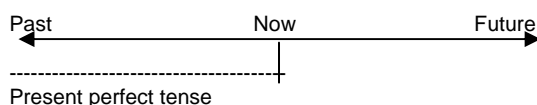
To say something again, often for practice. This is often done in **drills**.

Self-correction

When students are able to correct language mistakes they have made when asked without help from the teacher or other students.

Time line

A diagram that shows learners the relationship between **tense** and time. It is often used in language teaching to **present** the use of a new **tense** or to correct learners when they use tenses wrongly, e.g.



See **tenses**.

Classroom management

Active role, passive role

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

Classroom management

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

Closed pairs

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

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

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

Discipline noun + verb

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

Dominate verb, **dominant** adj

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

Energy levels

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

Get students' attention

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

Grade (language)

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

Group dynamics

The relationship between members of the class.

Interaction patterns

The ways in which students work together in class, such as **open class**, pairwork, group work and individual work.

Involvement

Taking part in an activity, being involved in it.

Learning contract

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

Mingle noun + verb

A mingle is an activity which involves students walking round the classroom talking to other students.

Mixed ability, mixed level

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

Monitor

To watch over students in order to make sure that they are doing what they have been asked to do, and help them if they are having problems.

Nominate

To choose and name one student to speak or do a particular task.

One-to-one

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

Open class

When the teacher leads the class in an activity and each student is paying attention to what is happening. When students **respond**, they do so in front of everyone in the class.

Open pairs

In open pairs, one pair does a pairwork activity in front of the class. This technique is useful for showing how to do an activity and/or for **focusing** on **accuracy**. See **closed pairs**.

Passive role: see **active role**.

Rapport, build rapport

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

Routine

Something which is done regularly such as a teacher setting writing homework every Friday. Teachers try to develop some **routine** habits in the classroom, e.g. always asking students to record new words with their meaning and an example sentence.

Seating arrangement

The way the students sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables.

Seating plan

A plan of where the students should sit in the classroom.

Teacher role

The way a teacher chooses to manage the classroom, e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, **monitoring** students as they work.

Teaching space

The areas in the classroom that can be used for teaching, e.g. the board, the walls, the desks, the open floor.

