



UNIVERSITY *of* CAMBRIDGE

ESOL Examinations

English for Speakers of Other Languages

University of Cambridge ESOL Examinations

Teaching Knowledge Test

Glossary

TKT GLOSSARY OF ENGLISH LANGUAGE TEACHING (ELT) TERMINOLOGY

The words in this glossary are entered into categories to help the reader. Some entries fall into more than one category. However, to economise on space they have only been entered once. Candidates preparing for specific modules should, therefore, ensure that they are familiar with all the terms in the glossary.

The list is indicative only. Other terms may also appear in TKT.

MODULE 1

Concepts and terminology for describing language

GRAMMAR

Please note that you should refer to a grammar reference book for more detailed information about the grammar items in this Glossary, and also that the list of grammar items in this section is not exhaustive.

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 or pronoun, e.g. *a cold day*. See **comparative adjective**, **demonstrative adjective**, **-ing/-ed adjective**, **possessive adjective**, **superlative adjective**.

Adverb

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

Apostrophe

A punctuation mark ('). The ' is added to a singular noun before an s to show that something belongs to someone, e.g. *John's house*.

Article

An article can be definite (*the*), indefinite (*a/an*) 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. Aspect relates to the type of event, e.g. whether it is long or short, whether it is complete or not, whether it is repetitive or not, whether it is connected to the time of speaking or not. There are two aspects in English, the continuous/progressive and the perfect. The continuous aspect, for example, suggests that something is happening temporarily.

'At' symbol

A punctuation mark (@) used instead of 'at' in email addresses, e.g. *john@yahoo.com*

Auxiliary verb

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

Base form of a verb

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

Capital letter

A letter of the form and size used at the beginning of a sentence or a name, e.g. *They went to Spain last year.*

Clause

A clause generally consists of a subject and a finite verb relating to the subject and any other elements, e.g. object. A clause can be a full sentence or a part of a sentence.

Main clause

When the teacher arrived, the learners stopped talking.

Subordinate clause

When the teacher arrived, the learners stopped talking.

Relative clause

The learners who were sitting near the front stood up.

Collective noun

A collective noun is a noun that refers to a group of people or things, e.g. *the police, the government.*

Comma

A punctuation mark (,) used to separate items in a list or to show where there is a pause in a sentence, e.g. *I bought some apples, oranges, bananas and lemons. When I went to the market, I met my friend.*

Comparative adjective

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

Complex sentence

A sentence containing a main clause and one or more subordinate clauses.

Compound noun

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.*

Conditional (forms)

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

First conditional – refers to present or future possible or likely situations, e.g. *I will come if I can.*

Second conditional – refers to present or future situations which the speaker thinks are impossible or unlikely, e.g. *I would go if they asked me.*

Third conditional – refers to past situations that cannot be changed, e.g. *I would have seen her if I had arrived earlier (but I didn't so I couldn't).*

Mixed conditional – is used when the speaker wants to refer to different time frames in one sentence, e.g. *If I'd arrived on time, I wouldn't have to wait now. If I'd arrived refers to the past and I wouldn't have to wait refers to the present.*

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

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

Demonstrative adjective

A demonstrative adjective shows whether something is near or far from the speaker, e.g. *this* (near), *that* (far).

Demonstrative pronoun

A demonstrative pronoun is a word which refers to a noun (phrase) and shows whether it is near or far from the speaker, e.g. *this, that, these, those.*

Dependent preposition

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

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 object: see **object**.

Direct speech, question

The actual words someone says, e.g. *He said, 'My name is Ron.'*, *'What do you mean, Sue?'*, asked Peter. See **indirect speech, question** and **reported speech, statement, question**.

Exclamation mark

A punctuation mark (!) written after an exclamation, e.g. *Be careful!*

Exponent

An example of a grammar point, function or lexical set.

First conditional: see **conditional forms**.

Full stop

A punctuation mark (.) used at the end of a sentence, e.g. *I like chocolate.*

Future forms**Future with going to**

I'm going to visit my aunt on Sunday. It's going to rain.

Future with present continuous

He is meeting John for dinner at eight tomorrow.

Future with present simple

The plane leaves at 9.00 next Saturday.

Future with will or shall

I'll help with the cleaning. It will be lovely and sunny tomorrow.

Indirect object: see **object**.

Gerund, -ing form

A form of a verb functioning as a noun, which ends in *-ing*, e.g. *I hate shopping.*

(Grammatical) structure, form

A grammatical structure is a grammatical language pattern, e.g. present perfect simple, and the parts which combine to make it, e.g. *have + past participle*.

Imperative

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

Indirect speech, question

The words someone uses when they are telling someone what somebody else said or asked, e.g. *He told me his name was Ron. 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 speech, question** and **reported speech, statement, question**.

Infinitive

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

Infinitive of purpose

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

-ing/-ed adjective

An -ing/-ed adjective describes things or feelings. An -ing adjective describes things or people, e.g. *The book is very interesting*. An -ed adjective describes feelings, e.g. *I am very interested in the book*.

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.

Intransitive

Is used to describe a verb which does not take a direct object, e.g. *She never cried*. See **transitive**.

Irregular verb

An irregular verb does not follow the same pattern 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)*.

Main clause: see **clause**.

Modal verb

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*.

Noun

A person, place or thing, e.g. *elephant, girl, grass, school*. See **collective noun, compound noun, countable noun, plural noun, proper noun, singular noun, uncountable noun**.

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**.

A **direct object** is the main object of a transitive verb.

An **indirect object** is an object affected by a verb but not directly acted on, e.g. *He gave the book to me*. In this sentence, *the book* is the direct object and *me* is an indirect object.

Object pronoun

An object pronoun is a word which replaces an object noun or an object noun phrase, e.g. *him, her*.

Participle (past and present)

–ed and –ing forms of the verb, they are often used to make tenses or adjectives, e.g. *an interesting film* (present participle); *I haven't seen him today*. (past participle)

Particle

A small grammatical word, often an adverb or preposition which does not change its form when used in a sentence, e.g. *look after, after* is a particle.

Passive voice, progressive

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 continuous, progressive

I was watching TV all evening.

Past perfect continuous, progressive

I had been studying for three hours so I felt tired.

Past perfect simple

After I had phoned Mary, I went out.

Past simple

I went on holiday to France last year.

Person

First person – the person speaking, e.g. *I, we*.

Second person – the person spoken to, e.g. *you*.

Third person – the person spoken about, e.g. *he, she, they*.

Personal pronoun

Personal pronouns are words, which are used instead of the name of that person, e.g. *I* (subject pronoun), *me* (object pronoun).

Phonology noun, phonological adjective

The study of sounds in a language or languages.

Phrase

A group of words often without a finite verb that do not form a sentence, e.g. *the green car, on Friday morning* are phrases. Also a group of words that together have a particular meaning.

Plural noun

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

Possessive adjective

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

Possessive pronoun

A possessive pronoun is used to replace a noun and shows something belongs to someone, e.g. *the house is mine*.

Possessive 's' and whose

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

Preposition

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

Present continuous, progressive

I am working in London now.

Present continuous, progressive for future

He is meeting John for dinner at eight tomorrow.

Present perfect continuous, progressive

I have been studying for three years.

Present perfect simple

I have known him for a long time.

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. See **demonstrative pronoun, object pronoun, personal pronoun, possessive pronoun, reflexive pronoun, relative pronoun**.

Proper noun

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

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** (A), **apostrophe** ('), **comma** (,), **question mark** (?), **exclamation mark** (!), **'at' symbol** (@) and **speech marks** (" ").

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 mark

A punctuation mark (?) used in writing after a question, e.g. *How are you?*

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 just made, e.g. *It's very cold, isn't it?*

Reflexive pronoun

A reflexive pronoun is used when the object of a sentence refers to the same person or thing as the subject of the sentence, e.g. *He cut himself.*

Regular verb

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

Relative clause: see **clause**.

Relative pronoun

A relative pronoun introduces a relative clause, e.g. *the book which I'm reading is interesting.*

Reported speech, statement, question

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

Reporting verb

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

Second conditional: see **conditional (forms)**.

Singular noun

A singular noun is one person, place or thing, e.g. *boy, park, bicycle.*

Speech marks

Punctuation mark (" ") They are written before and after a word or a sentence to show that it is what someone said, e.g. *John said "Hello, Sarah".*

Subject

This is the noun or phrase that goes before the verb to show who is doing the action in an active sentence, e.g. *John plays tennis every Saturday*, or who the action is done to in a passive sentence, e.g. *the food was cooked yesterday*. 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 learner writes *I walks*, then it is wrong because there is no subject-verb agreement.

Subordinate clause: see **clause**.

Superlative adjective

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

Tense

A form of the verb that shows whether something happens in the past, present or future. See **future with going to, future with present continuous, future with present simple, past continuous/progressive, past perfect continuous/progressive, past perfect simple, past simple, present continuous/progressive, present perfect continuous/progressive, present perfect simple**.

Third conditional: see **conditional (forms)**.

Time expression

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

Transitive

Is used to describe a verb which takes a **direct object**, e.g. *She wrote a letter.*

Uncountable noun

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

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

A word used to show an action, state, event or process, e.g. *I like cheese; He speaks Italian*. See **auxiliary verb**, **base form of a verb**, **infinitive**, **irregular verb**, **modal verb**, **regular verb**.

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).

Wh- word

Wh- words introduce wh- questions and indirect questions. Wh- words include *who*, *whom*, *what*, *which*, *whose*, *why*, *where*, *when*.

Wh- question

Wh- questions start with a wh- word. Wh- questions expect information in reply; not just yes or no, e.g. *Where do you live? I live in France*.

LEXIS

Affix verb, affixation noun

A meaningful group of letters added to the beginning or end of a word to make a new word, which can be a different part of speech from the original word, e.g. *interview*, *interviewer*. Affixation is the process of adding a prefix or suffix to a word. See **prefix**, **suffix**.

Antonym

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

Base word: see **root word**.

Chunk

Any pair or group of words commonly found together or near one another, e.g. phrasal verbs, idioms, collocations, fixed expressions.

Collocation

Words which are regularly used together. The relation between the words may be grammatical, e.g. when certain verbs collocate with particular prepositions, e.g. *depend on*, *good at* or when a verb like *make* or *do* collocates with a noun, e.g. ***do the shopping***, ***make a plan***. Collocations may also be lexical when two content words are regularly used together, e.g. *We went the wrong way* NOT *We went the incorrect way*.

Compound

Nouns, verbs, adjectives or prepositions that are made up of two or more words and have one unit of meaning, e.g. *assistant office manager*, *long-legged*.

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, e.g. In French '*librairie*' is a place where people can buy books. In a *library* in English, you do not buy books but borrow them instead.

Homonym

A word with the same spelling and pronunciation as another word, but which has a different meaning, e.g. *bit* (past tense of 'bite') and *a bit* (a little).

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 noun, idiomatic adjective

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 content topic or subject, e.g. *weather – storm, to rain, wind, cloudy*.

Lexis, vocabulary

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

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

Part of speech

A way of categorising words according to their grammatical function and meaning, e.g. noun, verb, adjective, pronoun, adverb, preposition, conjunction.

Phrasal verb, multi-word verb/unit

A verb/any part of speech 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

A prefix is a meaningful group of letters added to the beginning of a root/base word to make a new word which can be a different part of speech from the original word, e.g. *appear* – *disappear*.

Root word, base word

The basic word or part of a word from which other words can be made by adding a prefix or suffix, e.g. *photograph* is the root or base word of *photographer* and *photographic*.

Suffix

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

Synonym

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

Vocabulary: see **lexis**.

Word family

A group of words that come from the same root or base word, e.g. *economy, economist, economic* or by topic (see **lexical set**).

PHONOLOGY**Connected speech**

Spoken language in which the words join to form a connected stream of sounds. In connected speech some sounds in words may be left out or may be pronounced in a weak way, e.g. *Is he busy* → /ɪzi:bɪzi:/. See **contraction, linking, stress, weak forms**.

Consonant

A sound in which the air is partly blocked by the lips, tongue, teeth etc. Any letter of the English alphabet which represents these sounds, e.g. *d* → /d/, *c* → /k/. See **vowel**.

Contrast

To compare the differences between two things.

Contrastive stress

Contrastive stress is used to express an unusual or emphatic meaning in a sentence. It involves stressing the important word according to the different meanings, e.g. *It was my AUNT who bought the car (not my uncle)* or *My aunt bought the CAKE (not the biscuits)*!

Contraction

A shorter form of a group of words, which usually occurs in auxiliary verbs, e.g. *you have* = *you've*; *it is* = *it's*.

Diphthong

A vowel combination which is pronounced by moving from one vowel to another, e.g. /aɪ/ as in *my* is pronounced by moving from /æ/ to /ɪ/.

Discriminate, distinguish

To identify the difference between two or more things, e.g. sound discrimination is hearing the differences between sounds, particularly minimal pairs, e.g. *not/lot*.

Emphasis noun, **emphasise** verb, **emphatic** adjective

When special force or attention is given to a word or information because it is important, e.g. *I want to start the lesson at SIX o'clock not seven o'clock*.

Feature (e.g. of connected speech)

A feature of something is an interesting or important part or characteristic of it, e.g. in *I can play tennis* *can* is pronounced /kən/ the weak form /ə/ is a feature of this sentence.

Identification noun, **identify** verb

To recognise something.

Intonation

The way the level of a speaker's voice changes, to show meaning such as how they feel about something, e.g. if they are angry or pleased or to make speech sound polite in English. 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 – /ɪtsə'gʊdə/*.

Main stress: see **stress**.

Minimal pair

Two words which are different from each other by only one meaningful sound, e.g. *hit /hɪt/ ; heat /hi:t/*.

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. /dɒktə/ – *doctor*. Phonemic transcription is used in dictionaries to show pronunciation.

Primary stress: see **stress**.

Rhyme

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

Rhythm

The rhythm of speech is the way that some words in a sentence are emphasised or stressed to produce a regular pattern, e.g. *If I were YOU, I'd GO by BUS.*

Secondary stress: see **stress**.

Schwa

The /ə/ sound is called the schwa. It is a feature of weak forms, e.g. /kən/ in *I can play tennis*.

Sentence stress: see **stress**.

Stress

Primary, main stress

The main stress on a word, e.g. DIFFicult, indiVIDual. The primary stress on a word is marked in the dictionary as follows '*difficult*.

Secondary stress

Stress on a syllable or word in a sentence that is less strong than the primary (main) stress, e.g. /'kɒntrə'vɜːʃəl/ which has the primary or main stress on /vɜː/ and the secondary stress on /kɒn/.

Sentence stress refers to the way some 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.

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

Strong form

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*. See weak form.

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/brell/a.

Unvoiced sound

To produce an unvoiced sound, no voice is used, e.g. /p/ in *pad*, /t/ in *tomorrow*. No movement or vibration can be felt in the throat.

Voiced sound

To produce a voiced sound, the voice is used, e.g. /b/ in *bad*, /d/ in *dentist*. Movement or vibration can be felt in the throat. Vowels in English are voiced.

Vowel

A sound in which the air is not blocked by the tongue, lips, teeth etc. Movement or vibration is felt in the throat because the voice is used. The letters *a*, *e*, *i*, *o*, *u* and sometimes *y* are used to represent these sounds.

Weak forms

If a 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 schwa. See **strong form**.

Word boundary

Where one word ends and the next one begins, especially in connected speech.

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

Colloquial

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

Decline, refuse an invitation

To say that you will not accept an invitation, e.g. *I'm sorry but I can't*.

Enquire

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.

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

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

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

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

Express permission, e.g. *You can have a look at my book.*

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

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

Express prohibition, e.g. *You mustn't use your mobile phone while driving.*

Formal language

Language used in formal conversations or writing, e.g. *Yours faithfully*. 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 what the speaker is communicating, 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**.

Greet

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

Inappropriate

Language which is not suitable in a particular situation. See **appropriacy**.

Informal language

Language used in informal conversations or writing, e.g. *Hi John*. See **register**.

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

Instruct

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

Negotiate

To discuss 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. See **formal language**, **informal language**.

Predict

To guess or say what you think may 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.

Request, make a (polite) request

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

Speculate

To guess something based on information you have, e.g. *I think it might be an easy test*.

Concepts and terminology for describing language skills

Abstract

Relating to complex thoughts and ideas rather than simple, basic, concrete concepts. A text or language can be abstract, e.g. words to express thoughts or feelings are often abstract words. See **concrete**.

Accuracy

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

Authenticity: see **authentic material**.

Coherence noun, **coherent** adjective

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

Cohesion noun, **cohesive** adjective

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

Cohesive device

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

Coherence noun, **coherent** adjective

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

Complex

Complicated, not simple.

Comprehension

Understanding a spoken or written text.

Concrete

Relating to real or specific ideas or concepts. Lexis can be concrete, e.g. words for real objects like clothes, food, animals that can be seen or touched, or abstract, e.g. words to express thoughts, feelings, complex ideas, which cannot be seen or touched.

Context

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

Discourse

Spoken or written language in texts or groups of sentences.

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

Draft noun + 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. See **re-draft**.

Edit

To shorten or change or correct the words or content of some parts of a written text to make it clearer or easier to understand.

Extensive listening/reading

Listening to or reading long pieces of text, such as stories or newspapers. See **intensive listening/reading**.

Extract

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

Fossilisation, fossilised errors

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

Gist, global listening/reading: see **listen/read for gist/global understanding**.

Infer attitude, feeling, mood

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

Integrated skills

An integrated skills lesson combines work on reading, writing, listening and speaking.

Intensive listening/reading

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

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

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

Key word

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

Layout

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

Listen/read for detail

To listen to or read a text in order to understand most of what it says or particular details.

Listen/read for gist, global understanding

To understand the general meaning of a text, without paying attention to specific details.

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

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

Oral fluency

The use of connected speech at a natural speed with little hesitation, repetition or self-correction. In a written or spoken fluency activity, learners typically give attention to the communication of meaning, rather than trying to be correct. See **accuracy**.

Paragraph noun + verb

A paragraph is a section in a longer piece of writing such as an essay. It 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 that has been read or heard using different words. Paraphrase can also be used to describe what a learner does if he/she is not sure of the exact language they need to use, i.e. explain their meaning using different language.

Prediction noun, **predict** verb

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

Process noun + verb

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

Process writing

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

Product writing

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

Productive skills

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

Proofread

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

Re-draft

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

Receptive skills

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

Relevance noun, **relevant** adjective

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

Scan

To read a text quickly to pick out specific information, e.g. finding a phone number in a phone book.

Skill

The four language skills are listening, speaking, reading and writing.

Skim

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

Subskill

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

Summary noun, **summarise** verb

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

Text structure

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

Text type

Texts that have specific features, e.g. layout, use of language, that make them part of a recognisable type of text, e.g. letters, emails, news reports.

Theme noun, **thematic** adjective

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

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.

Turn, turn-taking

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

Version

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

Background to language learning

Achievement noun, **achieve** verb, **achievable** adjective

Something reached by effort; something done successfully. Something which is achievable for learners is something they can succeed in.

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 people usually learn their first language.

Attention span

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

Auditory learner: see **learning style**.

Clue

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

Cognitive (processes)

The mental processes involved in thinking, understanding or learning.

Confidence noun, **confident** adjective

The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners 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.

Demotivate: see **motivation**.

Developmental error: see **error**.

Effective

Having the intended or desired result.

English-medium school

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

Error

A mistake that a learner makes when trying to say something above their level of language or language processing. See **slip**.

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).

Expectation

A belief about the way something will happen. Learners often have expectations about what and how they should learn.

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/L2**.

Focus on form

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

Goal, target

An aim that a learner or teacher may have.

Guidance noun, **guide** verb

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 learner. A teacher may do this if he/she wants to help the learner with fluency, not accuracy.

Independent study

Studying without a teacher present or without the teacher monitoring and directing the learning very closely, e.g. learners could carry out research on a topic using reference resources. This could be done at home or with minimum involvement of the teacher in class.

Intensive course

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

Interference

When the learner's mother tongue affects 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, but 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 language.

Language awareness

A learner's understanding of the rules of how language works and his/her ability to notice language.

'Learn by heart'

To learn something so that you can remember it perfectly.

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

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

Learner characteristics

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

Learner independence: see **learner autonomy**.

Learner training

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

Learning resources

The materials or tools which help learners learn, e.g. books, computers, CDs etc.

Learning strategies

The techniques which a learner consciously uses to help them 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. There are many learning styles. Three of them are below.

Auditory learner

A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board.

Kinaesthetic learner

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

Visual learner

A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

Linguistic

Connected with language or the study of language.

Literacy

The ability to read and write.

Maturity noun, **mature** adjective

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.

Memorise verb, **memorable** adjective

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

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** adjective

To make someone lose motivation.

Unmotivated adjective

Without motivation; having no motivation.

Natural order

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

Needs

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

Notice language

When a learner becomes aware of the language the speaker or writer uses to express a particular concept or meaning.

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 learner to connect new words, topics, texts or grammar to their own life.

Pick up

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

Proficiency noun, **proficient** adjective

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

Silent period

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

Slip

When a learner makes a language mistake that they are able to correct themselves. See **error**.

Target language

The language a learner is learning, e.g. English, or the specific language that a teacher wants to focus on in a lesson, e.g. present perfect.

Target language culture

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

Work language out

When learners try to understand how and why a particular piece of language is used.

Unmotivated: see **motivation**.

Varieties of English

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

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 used in the activity are looked at either after the activity or not at all.

Communicative approaches

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

Concept

Idea or meaning.

Concept questions, concept checking

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

Content-based learning

An approach to teaching that focuses on teaching content, e.g. a school subject in the second language. It aims to develop learners' ability in both the content subject and the language.

Content and Language Integrated Learning (CLIL)

An approach in which a foreign language is used as a tool in the learning of a non-language subject in which both have a joint role.

Contextualise

To put new language into a situation that shows what it means. See **set the scene, context**.

Definition noun, **define** verb

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

Eclectic

An approach to language teaching in which the teacher uses techniques and activities taken from different methods together in one lesson, e.g. a task followed by drilling.

Elicit

When a teacher thinks that some learners will know a piece of language or some information, rather than giving the class the information, he/she asks targeted questions or gives clues to get learners to give the information.

Filler

1. A short activity between the main stages of a lesson used for reasons such as time management or to provide a change of pace etc.
2. Words/sounds used to avoid pauses when speaking, e.g. *erm, ah, well*

Functional Approach

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

Gesture noun + verb

A movement with part of the body, e.g. hand, head, which is used to convey meaning.

Grammar-Translation method

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

Guided discovery

A way of teaching in which a teacher provides examples of the target language and then guides the learners 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 learners can get to know each other.

Input noun + verb

Information which is given to learners by the teacher, e.g. through a text or via electronic means.

Illustrate meaning

To show what something means.

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 teaching language that focuses on lexical items or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures.

Meaningful

1. something which shows the meaning of language.
2. an activity can be meaningful if it is useful for learners in the real world outside the classroom or is relevant to them.

Methodology

Methods or procedures used in a particular activity, e.g. teaching.

Mime noun + verb

Body movements used to convey meaning without using words.

Presentation noun, **present** verb

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

Presentation, Practice and Production (PPP)

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

Situational presentation

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

Structural Approach

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

Task-based Learning (TBL)

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

Teaching strategy

A procedure or technique used by a teacher in the classroom to encourage learning, e.g. a teacher may choose to give thinking time to learners before they speak.

Technique

A way of achieving a purpose, e.g. drilling is an example of a teaching technique, which is used to help learners to pronounce particular language.

Test-teach-test

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

Total Physical Response (TPR)

A way of teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them, e.g. *Open the window! Stand up!* This method can be good for beginners when they start to learn a new language, as it allows them to 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

Academic adjective

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

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, category noun

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

Chant noun + verb

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

Choral drill: see **drill**.

Closed question

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

Communicative activity

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

Controlled practice: see **practice**.

Drill

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

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

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

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

Teacher: *I bought a book. Pen.*
Learner: *I bought a pen.*

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

Teacher: *I bought a pen. Didn't*
Learner: *I didn't buy a pen.*
Teacher: *I went to the cinema. Didn't*
Learner: *I didn't go to the cinema.*

Extension task, extend verb, **extended** adjective

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

Freer practice: see **practice**.

Gap-fill

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

Guided writing

A piece of writing that learners produce after the teacher has helped them to prepare for it by, e.g. giving the learners a plan to follow, or ideas for the type of language to use.

Individual drill: see **drill**.

Information-gap activity

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

Jigsaw listening/reading

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

Jumbled letters, paragraphs, pictures, sentences, words

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

Label noun + verb

To match the name of an object to the object.

Less controlled practice: see **practice**.

Mind map: see **word map**.

Open question

A question which can lead to a long response, e.g. *How did you spend last weekend? Why do you think many people prefer to drive rather than use public transport?*

Open-ended (task, questions)

A task or question that does not have a right or wrong answer, but which allows learners to offer their own opinions and ideas or to respond creatively, e.g. *Why do you think the writer likes living in Paris?*

Picture stories

Stories that are shown in pictures instead of words.

Practice**Controlled practice, restricted practice**

When learners use the target language repeatedly and productively in situations in which they have little or no choice of what language they use. The teacher and learners focus on accurate use of the target language.

Less controlled, freer practice

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

Prioritising: see **rank ordering**.

Problem solving

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

Project work

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

Rank ordering, prioritising

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

Recall noun + verb

To remember.

Restricted practice: see **practice**.

Review noun + verb

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

Revise, revision: see **review**.

Role-play

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

Solution noun, **solve** verb

An answer to a problem.

Substitution drill: see **drill**.

Substitution table

A grid giving a choice of grammatical forms:

I You	go	to work by car	Do you	go by car?
He/she/it	goes		Does he/she/it	
We You They	go		Do you/they	

Survey

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

Swap

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

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 that learners complete. For example, problem-solving activities or information-gap activities are tasks. A task usually focuses on communication. See **Task-based learning**. Task may also be used as another word for activity.

Task-type

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

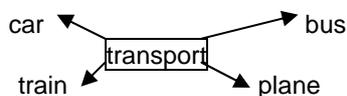
Transformation drill: see **drill**.

Visualisation noun, **visualise** verb

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

Word map, mind map

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



ASSESSMENT

Achievement test: see **test**.

Assessment noun, **assess** verb

To discover, judge or form an opinion on or test learners' ability, proficiency or progress either formally or informally.

Continuous assessment

A type of testing which is different from a final examination. Some or all of the work that learners do during a course is considered by the teacher on a regular basis and contributes to the final grade given to learners. May also include regular monitoring of classroom performance and contribution.

Formal assessment

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

Formative assessment

When a teacher uses information on learners' progress during a course to adapt their teaching or to give learners feedback on their learning. See **summative test**.

Informal assessment

When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by observing learners rather than setting a test or writing an official report or giving a grade.

Peer assessment

When learners give feedback on each other's language, work, learning strategies, performance.

Self-assessment

When learners decide for themselves how good they think their progress or language use is.

Assessment criteria

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

'Can-do' statements

Sentences that describe language learners' language use or an aspect of it on a scale of proficiency, e.g. *This learner CAN express simple opinions or requirements in a familiar context*.

Cloze test

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

(Open) Comprehension questions

A task-type in which learners read or listen to a text and answer questions (using their own words).

Continuous assessment: see **assessment**.

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

Evaluation noun, **evaluate** verb

To assess or judge the quality, importance or effectiveness of something. Teachers may evaluate learners' progress or strengths and weaknesses.

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 questions in a test to which a learner has to respond.

Matching task

A task-type in which learners are asked to pair related things together, e.g. match two halves of a sentence, or a word with a picture.

Multiple-choice questions

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

Objective test: see **test**.

Oral test

A test of speaking ability.

Peer assessment: see **assessment**.

Placement test: see **test**.

Portfolio

A collection of work that a learner uses to show what he/she has done during a particular course. A purposeful document, regularly added to that may be part of continuous assessment.

Proficiency test: see **test**.

Progress test: see **test**.

Self-assessment: see **assessment**.

Sentence completion

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

Sentence transformation

A task-type in which learners are given a sentence and a prompt, and have to make a second sentence using the prompt so that it means the same as the first, e.g.

It's too cold to play tennis.

It _____ to play tennis. (enough)

It isn't warm enough to play tennis.

Subjective test: see **test**.

Summative test: see **test**.

Test

A formal assessment of a learner's language.

An **achievement test** is used to see how well learners have learned the language and skills taught in class. Achievement tests are often at the end of term or end of the year and test the main points of what has been taught in that time.

A **diagnostic test** is used to identify problems that learners have with language or skills. The teacher diagnoses the language problems learners have. It can also be used to diagnose learner strengths. It helps the teacher to plan what to teach, or what not to teach, in future.

An **objective test** is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right answer.

A **placement test** is often used at the beginning of a course in a language school in order to identify a learner's level of language and find the best class for them.

A **proficiency test** is used to see how good learners are at using the target language. The contents of a proficiency test are not chosen according to what has been taught, but according to what is needed for a particular purpose, e.g. English for hotel receptionists, English for studying at university, English for general communication. Cambridge ESOL First Certificate in English (FCE) and IELTS are examples of proficiency tests.

A **progress test** is used during a course in order to assess the learning up to a particular point in the course.

A **subjective test** is marked using the examiner's opinion about the quality of the answer. The answer is not simply right or wrong, e.g. marking written stories, compositions, interviews, conversations, story-telling.

A **summative test** is used at the end of a course. A mark or grade is given, but no other feedback. See **formative assessment/evaluation**.

True/false questions

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

Tutorial

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

MODULE 2

Lesson planning

Aids

Aids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what aids they will need.

Aim

What the teacher wants to achieve in the lesson or in the course.

The **main aim** is the most important aim, e.g. the teacher's main aim in a lesson could be to teach the present perfect or develop listening skills.

A **stage aim** is the aim or purpose of a stage, step or short section of a lesson, e.g. *to provide controlled practice of the present perfect* or *to develop listening for gist*.

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

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

Analyse language

To think about language, to examine it and to break it into parts in order to understand it, 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 learners might find difficult about the language or skills in the lesson so that they can help them learn more effectively at certain points in the lesson. They may also think about how learners' previous learning experience may affect their learning in a specific lesson.

Arouse, generate, stimulate interest

To get learners interested in a task or topic.

Assumptions

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

Class, learner profile

A description of all the learners and any other information related to their learning in a class or each learner, including their age, ability, strengths and weaknesses in language and skills.

Components (of a lesson plan)

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

Consolidate

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

Enable

To help someone be able to do something.

Encouragement noun, encourage verb

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

Feedback noun + verb, **conduct, give feedback.**

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

Peer feedback

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

Flexible

Something or someone that can change easily to suit new situations. Teachers need to be flexible and to be prepared to change or adapt if the lesson is not going to plan.

Focus on

To pay attention to something, to notice something, to highlight something.

Highlight

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

Interaction patterns

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

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

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

Logical

Based on reason. A lesson is logical if the stages follow an order which makes sense and if one stage leads clearly and obviously to another.

Main aim: see **aim**.

Objective

Lesson objectives are specific learning targets that help achieve a lesson's aims, e.g. *learners will be able to understand the gist of the text*.

Outcome

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

Pace

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

Peer feedback: see **feedback**.

Personal aim: see **aim**.

Pre-teach (vocabulary)

Before introducing a text to learners, the teacher can teach key vocabulary from the text which they think the learners do not already know and which is necessary to understand the main points of a text.

Procedure

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

Raise awareness

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

Rationale

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

Recycle

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

Reflect on teaching, learning

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

Reinforce: see **consolidate**.

Report back

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

Scheme of work

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

Sequence noun + verb

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

Set a question, task, test

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

Set the scene, the context

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

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

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

Stage, step

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

Stimulate (discussion)

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

Learner-centred

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

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 learners speak.

Teacher-centred

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

Timetable fit

How a lesson fits logically into a sequence of lessons; how what goes before a particular lesson links to, and helps learners with, the following lesson.

Timing

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

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. Teachers try to include variety in their lesson, so that learners stay interested.

Reference resources

Bilingual dictionary

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

Consult

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

Cross reference

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

Entry

An item, for example a piece of information that is written or printed in a dictionary about a word, e.g. *easy* / i:zɪ / *adj, adv. 1. not difficult, and not needing much physical and mental effort: an easy job.*

Headword

A word whose meaning is explained in a dictionary. It usually appears in bold at the top of a dictionary entry, e.g. **run** *to move using your legs, going faster than you can walk*; run is the headword.

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 arranged in a particular order.

Reference materials, resources

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

Thesaurus

A type of dictionary in which words with similar meanings are grouped together.

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 might read or listen to. They may be taken from newspapers, radio etc. The language in the texts is not adapted or made easier for learners or the language learning process.

Board game

A game played by two or more players on a board using dice. Players throw the dice and move around squares on the board. By writing different instructions in the squares, teachers can use board games for controlled language practice or oral fluency, e.g. when a learner lands on a square, they say a daily routine using the present simple.

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 learners in the class. It generally contains grammar, vocabulary and skills work and follows a syllabus. A **coursebook unit** is a chapter of a coursebook.

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

Brochure: see **leaflet**.

Chart

Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to refer to such as irregular verb forms or prepositions.

Coursebook: see **book**.

Coursebook unit: see **book**.

Crossword puzzle

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

Cue card, prompt card

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

Dialogue

A conversation between two or more 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 book which has language that has been made easier for learners.

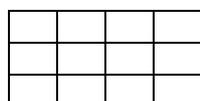
Graph

A drawing that uses a line or lines to show how two or more set of numbers are related to each other, e.g.



Grid

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



Handout, worksheet

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

Language laboratory

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

Leaflet, brochure

A piece of printed paper that gives information or advertises something, e.g. a leaflet with information about local places of interest. This is one example of realia.

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 with an overhead projector (OHP).

Puppet

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

Realia

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

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

Rubric

Written instructions for an exercise or activity.

Self-access centre, learning centre

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

Sticker

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

Supplementary material noun, **supplement** verb

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 learners hear when doing a listening activity. These can often be found in a teacher's book or at the back of the learner's book.

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 or DVD that can be used in class.

Visual (aid)

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

Wordsearch

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

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*.

Acknowledge

To show that you have seen or understood something, e.g. the teacher acknowledged the learner's answer with a gesture.

Ask for clarification

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

Clarify

To make clear what you mean.

Contribute

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

Convey meaning

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

Exchange verb + noun

1. To give something to another person and receive something in return.
2. An exchange can also be used to refer to the part of spoken interaction in which one person speaks and another responds to what they said.

Facial expression

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

Filler

A word or sound used between words or sentences in spoken English when someone is thinking of what to say, e.g. *When I went to London ... um ... I think it was about ... er ... 4 years ago. Er and um are conversational fillers.*

Hesitation noun, **hesitate** verb

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

Model noun + verb

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

Narrative noun + adjective, **narrate** verb

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

Praise

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

Prompt verb + noun

To help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue. When a teacher suggests a word that the learner hasn't remembered, e.g.

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

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

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

Recast

To reword a sentence or phrase to improve it, e.g. Learner: *I find myself unable to accept your statement.*
Teacher: *Oh, you don't agree. Why not?*

Teachers recast language which may not contain errors but which is inappropriate for the context it is being used in. Compare with **Reformulate**.

Reference noun, **refer to** verb

To mention something or someone. Also, similar in meaning to comment. Learners can refer to someone or to a dictionary to get advice or information.

Response noun, **respond** verb

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

Simplification noun, **simplify** verb

To make something easier.

Terminology

The technical words used in a particular subject.

Utterance

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

Word prompt: see **prompt**.

Learners' mistakes and correction strategies

Correction code

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

Echo correct

When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves, e.g.

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

Finger correction

This is a way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use her fingers to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc.

Indicate

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

Over-application of the rule, over generalisation

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

Reformulation noun, **reformulate** verb

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

Repetition

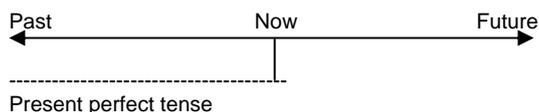
To say something again, often for practice. This is often done in drills.

Self-correction

When learners correct language mistakes they have made, perhaps with some help from the teacher.

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 **tense**.

Classroom management

Active role, passive role

When learners think about their own learning and what their own needs are and try to help themselves learn more, they are taking an active role. A passive role is the opposite of an active role when learners want to be taught and to acquire language without making their own decisions about their needs and learning.

Class dynamics: see **group dynamics**.

Classroom management

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

Closed pairs

When learners in the class do pairwork with the person sitting next to them but not in front of the class.

See **open pairs**.

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

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

Differentiation noun, **differentiate** verb

To make or see a difference between people and things. In teaching, this can have a special meaning relating to dealing with mixed ability learners in one class, e.g. the teacher can provide different tasks, activities, texts or materials for different learners in the class according to their ability.

Discipline noun + verb

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

Dominate verb, **dominant** adjective

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

Enable, verb

To make something possible. Using a correction code on learners' writing enables learners to improve their work.

Energy levels

If learners are interested and working hard, then the energy levels are high; if learners are bored or tired then the energy levels are low.

Establish, verb

To discover or get proof of something. Assessing learners can establish the progress they have made.

Facilitator, noun **facilitate**, verb

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

Get learners' attention

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

Grade (language)

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

Group, class dynamics

The relationship between learners in the group or class.

Interaction patterns

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

Involvement

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

Learning contract

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

Mingle noun + verb

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

Mixed ability, mixed level

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

Monitor, self-monitor

1. To watch over learners in order to make sure that they are doing what they have been asked to do, and help them if they are having problems.
2. To listen to/read your own language to see if it is accurate and effective.

Nominate

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

Observed lesson

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

One-to-one

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

Open class, whole class

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

Open 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 learners. Teachers try to build or create a good rapport or relationship with their learners.

Routine

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

Seating arrangement, seating plan

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

Supportive

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

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 learners as they work.

Teacher roles

Assessor

Assessing learners' performance, behaviour, effort and contribution. **Checking** understanding, **Evaluating** learners' performance, behaviour, and contribution. **Testing** learner progress and level. **Providing** feedback on work, progress, behaviour and contribution.

Contributor

Contributing ideas or information other than language, e.g. participating in discussions.

Counsellor

Giving learners advice on difficulties they may have outside of their language class. **Showing understanding** of issues learners bring to the classroom from outside.

Diagnostician

Diagnosing, evaluating learners' needs and difficulties.

Facilitator

Developing learner autonomy. **Enabling** learners to fulfil their potential. **Helping** learners to access resources. **Providing** opportunities for individual learning.

Language resource

Clarifying language. **Correcting** learner language. **Consolidating** learner language. **Contextualising** language. **Eliciting** language. **Explaining** language. **Modelling** language. **Personalising** language. **Providing** language input.

Manager

Managing the learners, the lessons and procedures in the classroom, e.g. **Controlling** the group dynamic. **Deciding on** interaction patterns. **Demonstrating** tasks and activities. **Developing** rapport. **Encouraging** learners. **Giving** instructions. **Motivating** learners. **Praising** learners. **Maintaining** discipline. **Responding** to classroom problems as they happen.

Monitor/Observer

Monitoring, observing and **collecting** information about learner performance, behaviour, contribution and effort and progress. **Keeping** a written record of learners' work.

Narrator

Narrating stories and things that have happened.

Planner

Anticipating problems. **Deciding** on a methodology for lessons. **Designing** and **adapting** texts and materials for lessons. **Preparing** texts and tasks for learners. **Selecting** materials and texts for lessons.

Reflector

Thinking about his/her own performance. **Reflecting** on learners' progress.

Teaching space

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

Unsupportive

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

Whole class: see **open class**.

