Glossary

Authentic Text
A text used by native speakers for communication purposes rather than one made up for teaching purposes. For example, newspaper reports, movie reviews,
restaurant reviews, agony aunt columns, letters to the newspaper etc.

Collocation
Words that always go together. For example we say, "slightly irritated" but not "slightly happy." These collocations provide native speakers with ready-made chunks of language.

Concept check
The teacher questions the students to see if they have understood the concept behind the language point. This is different from checking whether instructions have been understood.

Context
A situation in which language occurs naturally is called "in context." It is more meaningful for students if language is presented in context. Students need to know when they can use the language point they are learning, rather than just learning it for its own sake.

Controlled practice
Students practice the language within a restricted framework set by the teacher. There is little leeway for creative use of the language. The aim is accuracy.

Drilling
The teacher models a word or phrase and the students copy it repeatedly. The aim is either to improve pronunciation or else to reinforce grammatical accuracy.
Drilling starts as a whole class activity, then the teacher isolates groups, then pairs and then individuals.

Eliciting
Eliciting is a technique designed to draw information from the students, but more importantly to keep students involved and actively participating in the lesson. It
usually takes the form of questions but can also be done through prompts, clues and gestures. Eliciting is used to activate the students' prior knowledge before
starting on an activity and it also enables the teacher to see what the students know already. It can be used to correct mistakes and errors.

Engage Study Activate (ESA)
A model for teaching devised by Jeremy Harmer. Firstly the students are engaged by building up interest in the topic. Then the students study the language point by examining how it is used in context. Finally the language point is activated when the students engage in free practice activities aimed at natural communication using the language point.

Error
When a student uses language incorrectly through lack of knowledge, it is called an error. If the student has prior knowledge of the language item, but has
temporarily forgotten how to use it, it is called a mistake.

ESP
English for special purposes – for nurses, business, law, hotels, tourism etc.

Fluency
By fluency, we mean the ability to communicate easily and smoothly, though not necessarily always with correct grammar or pronunciation. The speech sounds
natural in terms of rhythm, intonation and pausing.

Freer Practice
In a free practice session, the teacher presents students with opportunities to produce the target language in natural communication. Students can express their own ideas and opinions in discussions and debates, or else use the language creatively in role-plays. . In this stage the teacher does not intervene or correct errors, as the goal here is fluency. However through monitoring, the teacher can make a note of errors that occur

and correct them at a later stage.

FUNCTION
The function of language is the purpose for which it is used. These are often described as categories of behaviours e.g. apologizing, giving advice, and expressing sympathy. The same function can be expressed with different grammatical structures

GENERATIVE SITUATION
A generative situation is one that is open-ended and can initiate a series of creative ideas. The opposite is a dead-end situation that has little scope for further discussion.

GAP FILL
A gap fill is a text with parts missing that requires students to fill in the correct language item.

GLOBAL QUESTION
A global question is one that tests general understanding of a text or a listening activity rather than questions that test understanding of the details.

GRADING LANGUAGE
The teacher needs to simplify language so that it is appropriate for the level she is teaching. This is especially important at lower levels.

INFORMATION GAP
An activity in which each student has some information missing from a text that another student has. In order to fill in the information gaps, each student must ask questions of other students.

LEAD IN
A lead in is a way to introduce a topic or an activity. This can be done with stories, anecdotes, pictures or discussions. It is intended to engage the students and to activate students' prior knowledge of the topic, and to generate new ideas.

LEXICAL APPROACH
This approach to teaching language places lexis above grammar. According to this approach, while a message can be conveyed with little or even incorrect grammar, nothing can be conveyed without words. Speech is conveyed less by individual words than by collocations and chunks of language that usually go together. The aim of the lexical approach is to expand the students' vocabulary and to build lessons around collocations and fixed expressions rather than a grammar point.

LEXICAL SET
A lexical set is a group of words that are related in some way. This may be by topic (items found in a kitchen) or else by type (types of fruit)

MARKER SENTENCE
A sentence containing the target language used as an example when presenting a new language point.

METALANGUAGE
The language used to analyse or describe language.

MICROTEACHING
A teacher training technique in which individual teaching skills are practiced in small groups of peers.

MINGLE/MILLDRILL
A mingle/milldrill is a speaking activity in which the students walk around and randomly exchange information with other members of the class. Pairs and groups are constantly forming and reforming.

MODEL
Examples given by the teacher of what she wants the students to produce. This can be a single word, or an opinion, or an account of a life experience.

Monitor (vb)
When students are working in pairs or groups, the teacher needs to check whether they have understood the instructions and are doing what they should. At the same time the teacher should listen and make a note of errors that need correcting later. The teacher should also make a note of positive points, such as innovative use of the language that she can share with the class later.

Monolingual/multilingual group
In a monolingual group, all the students share the same first language. In a multilingual group there are students with different first languages.

Pace Breaker
A pace breaker is an energizing activity that picks up the pace of the lesson when energy levels are dropping and concentration falling off.

Pair Work
In open pair work, two students exchange information across the class, while the other students listen. In closed pair work, two students communicate privately. All the students in the class are working simultaneously.

Personalise
To personalise is to encourage students to draw on their own ideas and experiences when using language. Students will be more engaged in the task and have more to communicate if the topic relates to their areas of interest or personal experiences.

Prediction Activity
Students are given a sketchy introduction to the text (or listening) via a headline or title and are asked to make a prediction on what they think they will read (hear). They confirm their predictions by reading the text (or listening to the passage). A prediction activity engages the students' interest and gives them a reason for reading or listening. This makes the initial entrance into the passage more accessible for the students.

Process/Product
The communication involved in doing the activity is regarded as the point of the exercise rather than the end result.

Productive skills
Speaking and writing skills.

Realia
Realia are objects from real life that are bought into the classroom both to generate interest and to show meaning.

Receptive skills
Listening and reading skills.

Register
When we talk about register, we are referring to the choice of words and grammar that establishes the relationship between the speakers. The register you use when addressing your boss's boss is quite different from that used with your younger brother.

Role Play
A role-play is a free practice activity in which students simulate a real life situation that gives them practice of how to communicate naturally in such situations.

Scan
A quick reading technique used when the reader wants to find a particular piece of information without reading or understanding the whole text. For example looking through a telephone directory looking for a friend's number.

Skim
Skimming is a rapid reading technique to find out the main idea of the text.

Syllabus
The syllabus comprises the content of a course and the order in which it is to be taught.

Target Language
The target language is the language that the teacher wants the students to be able to use. It may be new language or a review of previously learned language.

Text
A text is a piece of written or spoken language

Warmer
A warmer is an activity presented at the beginning of the lesson to get the students to relax and interact in a lighthearted way.

Written Record
The written record comprises either a handout or a whiteboard record of the marker sentences and the rules of the language item being taught. Students should take a written record away from the lesson so that they can refer back to it if in doubt over the language item