



Good  
Teaching  
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Teaching

CELTA/MASTERS/DELTA Preparation

TC001•13

# ELT Terminology

**accent:** the way someone's pronunciation reveals their social and/or geographical background, applying anywhere.

**accuracy:** the extent to which a learner's use of the second or foreign language conforms to it.

**action research:** teacher-initiated classroom research to increase understanding of classroom teaching and learning and bring about improvement in classroom practices.

**active language knowledge:** the ability to actively produce language in speech and writing.

**activity:** a general term to describe what students have to do using the target language (focusing on language forms)

**adjacency pair:** a sequence of two related utterances by two different speakers. The second is always a response to the first.

**adjectival noun:** an adjective used as a noun, e.g. the poor

**adjunct:** an adverbial that modifies the verb, e.g. adverbs of time, place, frequency, degree, and manner (He died IN ENGLAND)

**adverb particle** (prepositional adverb): a preposition which modifies the verb rather than the noun, e.g. eat up

**adverb phrase:** when an adverb forms the head of a phrase (much more slowly)

**adverbial:** any word, phrase, or clause that functions like an adverb

**adverbial clause:** a clause which functions as an adverb, e.g. WHEN I ARRIVED I went straight to bed

**adverbial phrase:** a phrase that functions as an adverb, e.g. AFTER DINNER we played cards

**affect:** emotional factors that may influence language learning and use, e.g. shyness, enthusiasm

**affective filter hypothesis:** a hypothesis proposed by Krashen based on the theory that successful language acquisition depends on the learners feelings

**affix:** a letter or sound, or group of letters or sounds which are added to a word and change its meaning or function

**affricate:** a speech sound produced by stopping the airstream then slowly releasing it with friction, e.g. CHild, Jam

**agent:** the noun or noun phrase which performs the action of the verb, e.g. ANTHEA cut the grass / the grass was cut by ANTHEA

**alveolar:** speech sound produced by the front of the tongue touching, or nearly touching, the gum ridge behind the upper teeth (the alveolar ridge), e.g. Tin, Din (alveolar stops) Sip, Zoo (alveolar fricatives)

**analytic syllabus:** a syllabus where units of language behaviour are the starting point and vocab and grammar used for different functions analysed later if necessary

**anaphoric reference:** a pronoun that refers back to an earlier word or phrase, e.g. I love ICE CREAM, but my sister hates IT

**antonym:** a word which is opposite in meaning to another

**appraisal:** (also stance) the way speakers or writers use language to express their personal attitude to what is being said or written.

**approach:** the theory, philosophy and principles underlying a particular set of language principles

**approximant:** a sound produced by one articulator moving towards another without the vocal tract being narrowed so much as to produce a turbulent airstream, e.g. r, l, y, w

**article:** a word used with a noun to show if it is definite or indefinite, e.g. a, an, the

**aspect:** the way a speaker's view of an event is expressed by the verb phrase (progressive and perfect).

**assessment:** refers to the many ways of collecting information about a learner's progress and achievement.

**assimilation:** a phonological process in which a speech sound changes and becomes more like, or identical to, another sound that precedes or follows it, e.g. IMpossible, but INTolerant

**attributive adjective:** an adjective which is used before a noun, e.g. a GOOD book

**audiolingual method:** a method of language teaching which emphasises the teaching of speaking and listening before reading and writing, uses dialogues and drills, discourages use of L1, and often makes use of contrastive analysis. Prominent in the 1950s and 60s, especially in the US.

**auditory feedback:** when a person hears what they are saying and uses this information to monitor and correct their speech

**authenticity:** the degree to which language teaching materials have the qualities of natural speech and writing

**automaticity:** the ability to carry out an activity, or to process information, without effort of attention

**auxiliary verb:** a verb used with another verb in a sentence to show grammatical functions such as aspect, voice, mood, tense, and person, e.g. be, do, can

**avoidance strategy:** a method employed by a speaker to avoid difficult words or structures in a second language, e.g. circumlocution

**back-channelling:** user feedback, e.g. ooooh!

**backchaining:** a technique where an utterance is divided into parts and learners repeat the last part, then the last two parts, building up to the whole utterance

**behaviourism:** a theory of psychology which states that behaviour should be studied in terms of physical processes, without reference to mind

**bilabial:** a sound articulated by bringing together the upper and lower lips, e.g. M, P, B

**binomial:** fish and chips

**blending** (blend, portmanteau word): in morphology a process of word formation where new words are formed from the beginning of one word and the end of another, e.g. Breakfast + Lunch = BrUNCH

**bottom-up processing:** to use linguistic knowledge in order to understand the meaning of words in speech or writing.

**cataphoric reference:** a word that refers forward to another word or phrase, e.g. When I met HER, Mary looked ill

**catenation:** the linking of sounds together in speech, such as grouping phonemes into syllables, and grouping of syllables and words through assimilation, elision and juncture

**causative Form:** the name given by some coursebooks to the form of the passive construction have/get + noun phrase + past participle

**causative verb:** a verb that shows that someone or something brings about or causes an action or a state, e.g. Peter KILLED the rabbit (NOT The rabbit died)

**channel:** the way in which a message is conveyed from one person to another, e.g. speech, writing, tom-toms...

**chunk:** a unit of language that forms a syntactical or semantic unit but also has internal structure

**classifier:** a word in a noun phrase which shows the sub-class to which a person or thing belongs, e.g. STEAM trains, ELECTRIC trains

**clause:** a group of words which form a grammatical unit and contain a subject and a finite verb. It forms a part of a sentence and often functions as a noun, adjective, or adverb. Clauses are to sentences what branches are to trees.

**cleft sentence:** a sentence which has been divided into two parts, each with its own verb, to foreground a particular piece of information, e.g. It was Mark who did most of Quizlet.

**co-ordinate clause:** a clause of equal status, e.g. We were young and (we were) full of life

**cohesive devices:** Features of discourse that help texts hang together.

**code switching:** when a speaker changes from one language, or language variety to another.

**cognate:** a word in one language which is similar in form and meaning to a word in another language because the languages are related, e.g. Bruder (German), Brother (English)

**cognitive process:** any mental process used by learners in language learning, e.g. generalisation

**coherence:** the relationships which link meanings of utterances in discourse, or of sentences in a text, causing it to make sense - e.g. use of topic sentences for paragraphs.

**cohesion:** grammatical or lexical relationships between different elements in a text, e.g. IS JENNY coming to the party? Yes, SHE IS.

**collective noun:** a noun which refers to a collection of people, or things, e.g. Government (often can take singular or plural verb)

**collocation:** the way in which words are used together regularly, e.g. perform an operation (NOT perform a discussion)

**communication strategy:** a way used to express a meaning by a learner who has a limited command of the language

**communicative competence:** knowledge of what is feasible, appropriate, or done in a given speech community, including sociolinguistic, grammatical, discourse, and strategic competence.

**competence:** is what we intuitively know about a language to be able to use it, even if we can't say what are the rules governing the structures.

**complement:** what comes after the verb and completes the sentence, e.g. (subject .....) SHE is a DOCTOR, (object.....) We made HER THE CHAIRPERSON, (adjective .....) I am GLAD THAT YOU CAME, and (prepositional .....) They argues ABOUT HER

**complex sentence:** a sentence that includes one or more dependent clauses in addition to the main clause

**compound word:** a combination of two or more words which function as a single unit, e.g flower shop, self-made

**comprehensible input:** input language containing linguistic items slightly beyond the learner's present linguistic competence (a necessary condition for second language acquisition according to Krashen.

**concept question:** questions designed to check or to guide students' understanding of the meaning of new items.

**concessive clause:** a dependent clause giving information which contrasts with information given in the independent clause, e.g. Although she is only 9, Rita is an excellent pianist

**conditional clause:** an adverbial clause beginning with 'if' or 'unless' or conjunctions with similar meanings

**conjugations:** Devices which are used to show logical relationships between and with sentences and also between paragraphs. However, firstly, if, for example...

**conjunct:** an adverbial that shows how what is said in the sentence connects with what is said in another sentence or sentences, e.g. HOWEVER the weather was not good

**conjunction:** a word which connects words, phrases, or clauses together. There are two types, coordinating (and / but) and subordinating (if, because, when).

**connected speech:** spoken language when analysed as a continuous sequence rather than as individual sounds or words in isolation

**connotation:** the additional meanings (attitudinal, emotional, etc.) that a word or phrase has, beyond its central meaning

**consciousness raising:** techniques that encourage the learner to pay attention to language form in the belief that this will contribute indirectly to language acquisition

**consistency of Register:** Using the distinctive lexis from the same group of people, usually sharing the same occupation.

**consonant cluster:** a sequence of two or more consonants at the beginning or end of a syllable (n.b. consonant cluster reduction, where the sound is simplified, e.g. facts (faks))

**content and organisation:** How the ideas are placed in order, how the paragraphs divided. What types of cohesive devices are used.

**content schema:** in reading comprehension, the background content knowledge used in understanding a text

**content validity:** in testing, the extent to which a test adequately and sufficiently measures the particular skills or behaviour it sets out to measure

**content word:** words that oppose function words in that they carry meaning and have to grammatical function.

**contraction:** the reduction of a linguistic form, often combining with another form, e.g. I'm

**contrastive analysis:** the comparison of linguistic systems of two languages. Based on the assumption that interference from L1 is the main difficulty in language learning and knowledge of this can be used to develop teaching materials and reduce learner problems

**copula:** a verb that links a subject to a complement, e.g. she LOOKED afraid

**corpus linguistics:** an approach to investigating language structure and use through analysis of large databases of real language examples

**co-text:** refers to the text that surrounds a passage, i.e. the words or sentences coming before and after it. (Co-text is the textual context of a text.)

**criterion referencing:** in testing, using descriptions of what students should be able to do in order to determine the pass score

**critical period (hypothesis):** the period during which a child can acquire a language easily, rapidly, perfectly, and without instruction (Lenneberg).

**curriculum:** an overall plan for a course or programme, including purpose (aims and goals), content and sequence (syllabus), procedures and activities (methodology), means of student assessment and testing, means of course assessment (evaluation)

**deductive learning:** an approach where students are given rules and information about the language and then apply these when they use the language

**defining relative clause:** a clause which restricts or helps define the meaning of the noun, e.g. the man whom you met is my uncle

**deixis (deictic reference):** the way language points to spatial, temporal and personal features of the context.

**demonstrative:** a word which refers to something in terms of whether it is near to or far from the speaker, e.g. these, those, this, that

**dental:** a sound produced by the tip of the tongue touching the back of the upper front teeth

**dependent clause:** a clause which must be used with another clause to form a complete sentence, e.g. WHEN IT RAINS, I bring an umbrella

**descriptive grammar:** a grammar which describes how a language is actually spoken or written and does not prescribe rules

**determiner:** a word which is used with a noun and limits its meaning in some way, e.g. articles, demonstratives, possessives, quantifiers, numerals, wh-determiners (what, which, whose)

**diagnostic test:** a test designed to provide information about learners' strengths and weaknesses, often at the start of a course

**dialect:** a regional or social variety of language. It has words and grammar forms which are not shared with other forms of language, and is spoken with a different accent.

**direct method:** a method of foreign language teaching featuring the following: only target language is used, meaning is communicated directly (action, objects, mime, gesture, situation), reading and writing taught after speaking, grammar should only be taught inductively

**direct testing:** a test that requires the learner to perform tasks as close as possible to the authentic target language use situation

**discourse:** language which has been produced as the result of an act of communication

**discourse analysis:** the study of how sentences form larger meaningful units, such as paragraphs, conversation, interviews etc.

**discourse marker:** an expression that typically connects two segments of a discourse, but do not contribute to the meaning of either, e.g. adverbials (however), conjunctions (but), prepositional phrases (in fact)

**discrete item testing:** testing that measures knowledge of individual language items

**disjunct:** an adverbial which shows the speaker's attitude or evaluation of what is said in the rest of the sentence, e.g. Naturally, I paid for my own meal

**display question:** a question which is not a real question but elicits language for practice.

**dynamics:** the actions and interactions that happen consciously or unconsciously between members of a group.

**elision:** the leaving out of a sound or sounds in speech, e.g. suppose (spose)

**ellipsis:** leaving out words or phrases from sentences where they are unnecessary, e.g. John went to the door and (he) opened it (Nominal Ellipsis), I'll go, but he won't (go) (Verbal Ellipsis)

**embedding (embedded sentence):** the occurrence of a sentence within another sentence, e.g. The news / he had got married / surprised his friends

**emphatic pronoun:** a pronoun which gives additional emphasis, e.g. I MYSELF cooked the dinner

**error:** the result of incomplete knowledge (contrasted with 'mistake')

**evaluation:** gathering of information for the purposes of decision making

**exophoric reference:** reference to something outside the text/discourse

**extensive reading:** reading in quantity in order to gain a general understanding

**extrinsic motivation:** learning driven by outside factors, e.g. parental pressure

**face validity:** the degree to which a test appears to measure the knowledge of ability it claims to measure, based on the subjective judgement of an observer

**false cognate:** a word which has the same or similar form in two languages, but has different meanings in each, e.g. sympathetic / sympathétique

**features of written discourse:** Purpose / Content and organization / Status / Style / Grammar / Lexis / Layout

**field dependence:** a learning style in which the learner tends to look at the whole of a learning task which may contain many items, but may have difficulty studying an item when it occurs within a field of other items

**field independence:** a learning style where the learner is able to identify or focus on particular items and is not distracted by other items in the background or context

**fillers:** expressions used by speakers to create a delay or hesitation during conversation, e.g. 'you know' 'well' an aspect of strategic competence

**finite verb:** one that is marked for tense and agrees with the subject.

**fluency:** the ability to produce and maintain speech at real time, using the features which give speech the qualities of being natural and normal, including pausing, rhythm, intonation, stress, speed etc.

**formal schema:** in reading comprehension, knowledge of formal, rhetorical, or organisational structure of different types of texts

**formative evaluation:** the process of providing information to curriculum developers during the development of a curriculum or programme in order to improve it

**formative test:** a test given during the course of instruction to inform student and teacher how well the student is doing

**formulaic language:** sequences of two or more words that operate as a single unit (collocations, phrasal verbs, idioms, sentence heads, social formulae, discourse markers).

**fossilization:** the process where an incorrect linguistic feature becomes a permanent part of the way a person speaks or writes the language

**fricative:** a speech sound produced by narrowing the distance between two articulators so that the airstream is not completely closed but obstructed enough to produce turbulent airflow, e.g. f, z, v, s

**function:** an item's communicative purpose.

**function word:** also called grammar words, are those that have a mainly grammatical function (auxiliary verbs, determiners, prepositions, conjunctions, etc).

**functional grammar:** an approach to grammatical description that focuses on meaning and function

**functional syllabus:** a syllabus where content is organised according to functions or speech acts, together with the language needed for them

**grammar:** Particular tenses / structures used.

**grammatical Cohesion:** Connections such as: Reference, Substitution and Ellipsis.

**gender:** some word classes are assigned different masculine/feminine forms.

**generalisation:** formation of a general rule from observed examples, nb. overgeneralisation child - childs

**genre:** a type of spoken or written discourse that occurs in a particular setting, that has distinctive and recognisable patterns and norms of organisation and structure, and has particular and distinctive communicative function

**gerund:** a verb form, ending in -ing, which is used in a sentence like a noun

**global error:** an error which makes a sentence or utterance difficult or impossible to understand

**glottal:** an articulation involving the glottis, the space between the vocal chords

**gradable antonyms:** almost opposites where words can be graded on a scale, e.g. huge, BIG, medium, SMALL, tiny

Grammar Translation Method: a method of language teaching that focuses on translation and grammar. Developed from Greek and Latin teaching and used for modern languages since the C19th

**grammar:** a set of rules that govern how words should be combined and sequenced to form sentences in a given language.

**grammaring:** (also grammaticization) the process by which words are fine-tuned and connected in order to express more than they would in isolation.

**head:** the main element of a phrase to which all other elements have a semantic or grammatical relationship, e.g. the fat LADY in the floral dress

**homonym:** words written and pronounced the same way and that have different meanings, e.g. What does he look like? Do you like it?

**homograph:** words written the same way, but pronounced differently and that have different meanings, e.g. lead (leash), lead (verb))

**homophone:** words which sound the same but are written differently and often have different meanings, e.g. which, witch / too, two, to

**hyponymy (hyponym):** a relationship between words in which the meaning of one includes the meaning of the other, e.g. vehicle / lorry . The general term is the superordinate.

**idiom:** a word sequence (usually a phrase or clause) whose meaning is not literal.

**idiomaticity:** the extent to which a person's language sounds native-like,

**indefinite pronoun:** e.g. somebody, something, anyone, everything

**indirect test:** a test that measures ability in underlying skills required to perform the authentic target language use situation, but does not require them to perform the actual test

**inductive learning:** an approach where the learner works out rules for themselves from context or examples

**input:** the spoken or written language students are exposed to.

**instrumental motivation:** wanting to learn because of practical concerns, e.g. getting a job

**intake:** a term referring to the part of the language learners are exposed to which actually 'goes in'

**integrative motivation:** a willingness to be like valued members of the language community

**integrative test:** a test which requires the taker to use several language skills at the same time, e.g. writing a letter

**intensifier:** a class of words, generally adverbs, used to modify gradable adjectives, adverbs, verbs, or -ed participles, e.g. very, completely

**intensive reading:** reading done at a slower speed to take in more information

**interdental:** describes a speech sound produced with the tip of the tongue between the upper and lower teeth, e.g. THink, THis

**interjection:** a word which indicates an emotional state or attitude, e.g. wow!, yuck!

**interlanguage:** the type of language system produced by second language learners in the process of learning, influenced by language transfer, generalisation, communication strategies

**interlingual error:** an error resulting from language transfer, caused by the learner's native language, e.g. I feel myself better

**interlocutor:** the person to whom someone is speaking

**interrogative pronoun:** wh- pronouns, e.g. who, which, what, used to form questions

**interrogative sentence:** a sentence in the form of a question, which does not have to be a question, e.g. Could you shut the window? (request)

**intonation:** the way in which pitch rises and lowers in speech, and the loudness and rhythm given to syllables in an utterance

**intonation contour:** the pattern of pitch changes that occur across an utterance, e.g. Ready? with rising intonation = question

**intralingual error:** an error resulting from faulty or partial learning of the target language, NOT from language transfer

**intrinsic motivation:** learning due to an enjoyment of the process itself

**intrusion:** when an extra consonant is added at the end of a word to link it to a following word starting with a vowel, e.g. China - r - and Japan

**IRF:** interaction-response-follow-up sequence

**jargon:** speech or writing used by a group of people who belong to a particular trade, profession or interest group, usually disliked by and incomprehensible to people outside the group

**junction:** the boundary between two phonemes accounting for flow and pauses between sounds in speech

**labial:** a speech sound produced using the lips

**labio-dental:** a speech sound produced by the lower lip touching or nearly touching the upper teeth, e.g. f, v

**language transfer:** the effect of one language on the learning of another, can be positive or negative

**lateral:** a speech sound produced by partially blocking the airstream with the tongue, but letting it escape down the sides, e.g. l

**layout:** How the text look on the page.

**learner autonomy:** the principle that learners should be encouraged to assume a maximum amount of responsibility for what and how they learn

**lexeme:** the smallest unit in the meaning system of a language that can be distinguished from other smaller units, e.g. foot, bury the hatchet

**lexical cohesion:** Connections such as repetition, consistency of register and parallelism.

**lexical approach:** an approach to language teaching based on the view that the basic building blocks of teaching and learning are words and lexical phrases

**lexical field/set:** the organisation of related words and expressions which shows their relationship to one another

**lexis:** the vocabulary of a language in contrast to its grammar (syntax)

**linking (liaison):** a process in continuous speech which connects the final sound of one word or syllable to the initial sound of the next, e.g. a napron, a norange

**loan word (borrowing):** a word taken from another language

**local error:** an error with an element of the sentence structure which does not cause problems with overall comprehension

**manner of articulation:** the manner in which speech is produced by the speech organs, e.g. stop (t), fricative (f), affricate (tʃ)

**meronym:** a whole-part semantic relation

**meta-language:** language used to analyse or describe a language (terminology)

**method:** a way of teaching based on systematic principles and procedures, e.g. the audiolingual method

**micro-skills:** individual skills and processes used in carrying out a complex activity

**minimal pair:** two words which differ from each other by only one distinctive sound, e.g. ship, sheep

**mistake:** an error usually produced despite systemic knowledge

**modifier:** a word, or group of words, which give further information about another word or group of words (the head), e.g. pre- this EXPENSIVE camera, post- the cat WITH A STUMPY TAIL

**monitor hypothesis:** a theory proposed by Krashen that learning and learned rules serve only to edit utterances, and do not lead to acquisition

**morpheme:** the smallest meaningful unit in a language, e.g. un, kind, ness, talk, s (boundaries can be obscured where combining forms are created, e.g. doubly = double + ly

**morphology:** an area of grammar that is concerned with the formulation of words, contrasting with syntax.

**motivation:** what drives learners to achieve a goal.

**multi-word lexical unit:** a sequence of word forms that function as a single grammatical unit, e.g. look into = investigate

**mutation:** a change in sound, e.g. with some irregular noun plurals - mouse, mice

**nasal:** a sound produced by lowering the soft palate so air may go through the nose, e.g. ruM, ruNG

**natural method:** transition method between Grammar Translation and Direct Method. Emphasized use of spoken language, use of objects and actions to teach meanings, principles of L1 learning

**negation:** making meaning negative

**neologism:** a new word or expression, often connected to new areas of science, art, etc.

**nominal clause:** a clause which functions as a noun, e.g. WHAT SHE SAID is awful

**nominalisation:** making nouns out of other parts of speech

**non-defining relative clause:** a clause which give extra information about the noun or noun phrase, but does not restrict meaning, e.g. My mother, who lives in Eastbourne, saw a whale on the beach

**norm referencing:** when a test is measured in comparison with performances of others taking the test

**noticing hypothesis:** the hypothesis that input only becomes intake when it is consciously registered

**notional syllabus:** a syllabus in which content is organized in terms of meanings the learner needs to express, e.g. concepts (quantity, duration), or speech acts (requesting)

**noun:** the head of noun phrases, occurring as the subject or object of a verb, after prepositions or determiners, and being modified by adjectives.

**noun phrase:** a participial or infinitive phrase that could be replaced by a pronoun, e.g. I hate MOWING THE LAWN (I hate IT)

**objective:** a measurable goal of a course of instruction which can be general (also aim), or specific

**objective scoring:** when a mark is given without the use of the examiner's personal judgement

**operator:** the first auxiliary verb to occur in a verb phrase, so-called because it is the verb that operates in question formation, e.g. WILL you be coming tonight?

**palatal:** articulation involving the front of the tongue and the hard palate, e.g. You, Y

**parallelism:** Related to the repetition of form, style, rhythm or sound. Used to reinforce a message. Speech: I have a dream.

**paralinguistics:** the study or use of non-vocal phenomena which may add support, emphasis, or shades of meaning to what people are saying

**paraphrase:** expression of meaning of a word or phrase using other words or phrases

passive language knowledge: the ability to understand language in speech and writing

**phatic communion:** communication not intended to convey information, but rather to establish or maintain social contact, e.g. Nice day today!

**phoneme:** the smallest unit of sound in a language, which can distinguish two words

**phrasal verb:** multi-word verb with an adverb particle, e.g. TURN OFF the TV

**phrasal-prepositional verb:** multi-word verb with an adverb particle and a preposition connecting it to the complement, e.g. We must CUT DOWN - ON EXPENSES

**pitch:** the relative height of the sounds of a speakers voice

**place of articulation:** the part of the mouth or throat where a sound is formed

**polysemy:** when a word has two or more closely related meaning, e.g. he hurt his foot, he is standing at the foot of the stairs

**practicality:** the degree to which a test is easy to administer and mark

**pragmatics:** the study of the use of language in communication (context and function), particularly the relationship between sentences and the contexts and situations in which they are used, e.g. dependence on real world knowledge, understanding of speech acts, and influence of relationship

**pre-determiner:** a word which occurs before determiners in a noun phrase, e.g. ALL the bread

**predicative adjective:** an adjective which is used after a noun, e.g the book is very GOOD

**prepositional verb:** multi-word verb where the verb is followed by a preposition connected to the complement, e.g. I'll apply FOR THE JOB

**principles:** beliefs and theories held by teachers concerning effective approaches to teaching and learning

**procedural knowledge:** knowledge of how to perform an activity, e.g. give a presentation

**procedural syllabus:** a type of task-based syllabus where activities are organized around tasks and procedures needed to accomplish them

**process syllabus:** a syllabus that specifies the learning experiences and processes students will encounter rather than the outcomes

**prominence:** greater stress on the word or syllable which the speaker wishes to emphasize

**purpose:** What the point of the text is. Advice, persuade, inform etc..

qualitative data: data, such as a written account of what happened during a lesson (c.f. quantitative data = numerical)

**quantifier:** a word used with a noun to show quantity, e.g. few

**recast:** a kind of negative feedback where a more competent interlocutor rephrases an incorrect or incomplete learner utterance

**reciprocal pronoun:** e.g. each other, one another

**reduced vowel:** an unstressed vowel which is pronounced with a non-contrasting, centralised, lax quality, often a schwa

**redundancy:** the degree to which a message contains more information than is needed, most languages have built-in redundancy, e.g. he looks sad (the 's' is not needed for comprehension)

**referential question:** a question which asks for information not known by the teacher (c.f. display question)

**register:** a speech variety used by a group of people, usually sharing a profession or interest (NOT derogatory)

**reliability:** the degree to which a student would score the same on any occasion they take the test

**repair:** self-, or other- when errors or misunderstandings are corrected by the speaker or another during a conversation

**repetition:** Key words are used continuously throughout the text, especially when we wish to emphasise something.

**retrospective syllabus:** a syllabus created after a course is finished as a record of what has been covered (c.f. a priori syllabus)

**risk-taking:** used to describe a learner who is willing to go with hunches when trying out new language. An important characteristic of successful language learning

**rubric:** instructions which indicate what has to be done in a test or instructional activity

**scaffolding:** support given to learners to enable them to perform tasks beyond their capacity

**script:** a set of knowledge of probably sequences of events in familiar situations, e.g. waiter greeting in restaurant

**semantics:** the study of 'meaning'

**sentence:** the largest purely grammatical unit in a language, generally starting in capital and ending in a full stop.

**speech acts:** functions for the design of course syllabuses (agreeing, reporting, etc)

**status:** the relationship the writer has with his or her audience.

**style:** Informal, neutral or formal

**substitution:** a device used to avoid repetition or shorten phrases. Determiners are often used for this.

**synthetic syllabus:** a syllabus where language to be taught is first analysed into its basic parts and these are taught separately

**top-down processing:** to use situational, cultural and background knowledge to make sense of speech or writing.

**transmissive teaching:** the kind of teaching where the teachers transmits the content of the class to students, like lectures or presentations.

**written genre:** a term which is used to distinguish one piece of writing with another. Conforms to the expectations of the reader.