**LINGUISTIC**

**Divine source:** (kutsal kaynak) people begin use the orginal God given language.

**Natural sound source(doğal ses):** words have been imitations of thr natural sounds early man and woman heard around them

**Bow-wow theory:** we have splash bang, boom, rattle, buzz, etc.called

**Onomatopeia:(dağadaki seslerin taklidi):** ıts referred to in a language that simply echoed natural sounds

**Yo heave ho theory:** person’s physical effort could be source of language

**Oral gesture(ağız hareketleri):** there is link between physical gestured&orally produced sounds

**Glossogenetic:** focus on biological basis of formation(innate hypothesis)

**Reflexivity( dili yansıtma, kullanma):** special prosperity of human language allows to think and talk about language itself

**Displacement(geçmişle gelecek hakkında konuşma,plan yapma):** to talk about things and events not present in the immediate present

**Arbitrariness**: there is no natural connection between a linguistic form and its meaning

**Productivity(üretme):** creavity- open endedness. To create new expressions

**Fixed reference:** a properity of communication system whereby each signal relating one particular object or occasion

**Cultural transmission:** language is passed from one generation to next

**Duality:** o properity of language whereby linguistic forms have two simultaneous level of sound production and meaning(double articulation)

**Discreteness:** dilde kullanılan bütün sesler farklıdır

**Reciprocity**: konuşmacı aynı anda dinleyici de olabilir

**Rapid fade:** dilde sinyaller çabuk yaratılıp, kaybolur

**Ideogram(işaret yazısı**) way of writing each symbol represent a concept

**Pictogram:** Picture and drawing of an object represent a concept

**Lologram:** each symbol represents a word

**Phonology(ses bilim):** the study pf the systems and pattern of speech sounds

**Phonetics:** general study of characterictics of speech sound

**Articulatory phonetic(telefuz):** how speech sound are produced

**Acoustic phonetic(fiziksel):** physical properities of speech sound waves

**Auditory phonetic(algılama):** perception of speech sound by ear

**PLACE OF ARTICULATION**

**Bilabials:** ( B M W P) BMW PASSAT ☺

**Labiodental** :( F, V) Lobide Fare Var ☺

**DENTAL:** ( bunlar th peltek)

**ALVEOLAR:(** S,Z,N,T,D,L,R) SıZıNTıLaRDa☺

**ALVEO PALATAL**( SH(Ş), CH(Ç) ÇüŞ☺

**VELAR** (K, nasal n, g) KİNG velarda

**MANNER OF ARTICULATION**

**STOP**:( P, B, D,T,K,G) PaKeTTeKi BaG

**FRICATIVE**( V F S Z T Ş) VeFaSıZ TaŞi

**AFFRICATIVE**( C Ç) AFRIKALI ÇOCUK

**NASAL**( M N nasal n)

**LIQUIDS** (L R) LİRA

**GLIDE**( W Y) WAY

**Dipthongs:** iki sesli kaynasması/boy cry ski….

**Phoneme:(ses):** the smallest meaning-distinguishing sound unit in the abstract representation of the sound of language

**Allophone:** one of a closely related set of speech sound of phoneme

**Minimal pairs:** two or more words that are identical in form except for a contrast in one phoneme in the same position( bad/mad, fan/man)

**Rime/rhyme:** the part of syllable containing the vowel plus any following consonant

**Nucleus:** the vowel in a syllable

**Coda** : the part of a syllable after a vowel READ: R:onset AD: nucleus D: coda

**Consonant cluster:** two more consonant in sequence( strong spring..)

**Coarticulation effect**: the process of making sound virtually at the same time as the next sound

**Assimilation:** the process whereby a feature of one sound become parts of another during speech production( go away )

**Elision:** process of leaving out a sound segment in pronunciation(however r leri sölemiyoz vb)

**Etymology(köken bilim):** the study of the origin and history of words

**Coinage(yeni kelime türetme uyarlama**) ınvention of new words( aspirin nylon)

**Eponyms( isimden türetme**) words derived from the name or place( sandwich)

**Borrowing:** taking words from other language(zebra yogurt)

**Compounding( bazı heceler atılarak harmanlanır):** combining the beginning of one word and the end of another word to form a new word( breakfast+lunch: branch)

**Clipping**: reducing words of more than one syllable to a shorter form( advertisement: ad , PC)

**Backformation**: reducing a word such as noun to a shorter version and using it as a new words such as verb( donation : donate)

**Hypocorism:** a longer word isreduced to shorter form with Y IE at the end

**Conversion**: changing the function of word noun to verb

**Abbreviation:** prof dç

**Acronyms**: new word formed from initial letters(NASA CD)

**Derivation**: forming new words by adding affixes

**Infix:** morpheme that is inserted middle of word

**Morphology( biçimbilim):** the analysis of the structure of words

**Morpheme:** a minimal unit of meaning or grammatical function

**Free morphemes: a) lexical b) functional**

**Bound morphemes: a)derivational b) inflectional**

**Lexical morphemes:**free morpheme content word such as noun or verb

**Functional morpheme:** that is used as a conjuction, preposition article..

**Derivational morpheme(yapım eki):** bound morpheme used to make new word(full ness, ish ly)

**Inflectional morpheme (çekim eki) :** ındıcate the grammatical function of words( possessive s ,plural s, ing-ed-en ,adj(er erst)

**Morph:** an actual form used as a part of word representing one version of morpheme

**Natural gender:** distinction based on biological categories of male or female

**Structure analysis** :investigation of the distrubition of grammatical form

**Constituent analysis:** grammatical analysis of how small constituent go together to form larger constituent in sentences

**Syntax(cümle dizilişi):** the structure of phrases and sentences

**Generative grammer**: set of rules defining the possible sentences in alanguage

**Deep structure**: underlying structure of sentences as represented by phrase structure rules

**Surface structure**:structure of individual sentences after application of movement rules

**Structural ambiguity:** single phrase has two or more different underlying structures and interpretations

**Recursion:** the repeated application of a rule in generating structure

**Back to recursion:** Mary helps me. You know that Mary helps me

**Semantics(anlambilim):** the study of meaning of words phrases, sentences

**Semantic feature**: basic elements such as human(+ -) used in analysis of component of meaning

**Agent:** perform the actions of verb in an event

**Theme:** ıdentity the entity involved in or affected by the action of verb

**Instrument**: ıt is used to perform the action of verb

**Experiencer**: that has the feeling, perception, state described by verb

**Location:** ıdentifying where an entity is

**Source:** where an entity moves from

**Gradable antonym:** word with opposite meaning along a scale

**Non-gradable antonym**: direct opposite(dead-alive true-false)

**Reversives:** meaning of one is the reverse action of other(dress- undress)

**Hyponymy (alt-üst):** meaning of one word is included in the meaning of other(animal-dog-…)

**Prototypes☹en bilindik anlam):** the most characteristic instance of category

**Homophone:** two or more words with different form the same pronunciation (to-two-too)

**Homonym:** two words the same form that are unrelated meaning

**Polysemy**: a word having two or more related meanings

**Metonymy(ad aktarması):** a word used in place of another with which it is closely connected in everyday experience

**Collocation(anlamsal çağrışım):** relationship between words that frequently occur together( salt-pepper)

**Pragmatics:** the study of meaning and how more is communicated than is said

**Physical context:** the station time or place in which words are used

**Deixis:** using words such as ‘ this or here as a way of pointing with

**Person deixis**: words such as” him and them “ as a way of pointing with person

**Spatial deixis:** words such as” here and there” as a way of pointing location, place

**Temporial** deixis: words such as “ now and tomorrow” as a way of pointing time

**Reference**: an act by which speaker uses language to enable a speaker to identity someone or something

**Inference**: additional information used by a listener to create connection between what is said and what must be meant

**Anaphora:**use of pronoun and noun phrase with the to refer back something already mentioned

**Presupposition:** assumption by a speaker about what is true or already known by listener

**Speech acts:** an action such as promising performed by a speaker with an utterance either as direct speech act or an indirect speech act

**Direct speech act:** an action in which the form used directly matches the function performed by a speaker with utterance

**Indirect speech act:** an action in which the form used doesn:’t directly match the function performed by a speaker

**Politeness:** showing awareness and consideration of person’s public self image

**Negative face:** need to be independent and free from imposition

**Positive face:** need to connected to belong to be member of group

**Discourse analysis:** the study of language beyond sentence in text and conversation

**Cohesion**: ties and connections that exist within texts(yapı)

**Coherence:** connections that create meaningful interpretation of text( anlam)

**Hedge:** word used to indicate that you aren’t really sure that what you are saying is sufficiently correct or complete

**Cooperative principle:** make your conversational contribution such as is required , at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged

**Quantity maxim(nicelik):** make your contribution as informative as is required not less more than required

**Quality maxim(nitelik):** not say that which you believe to be false or lack adequate evidence

**Relation maxim:** you will be relevant

**Manner maxim:** clear, brief and orderly

**Implicature:** additional meaning conveyed by a speaker

**Background knowledge:** information that isn’t context but it used from memory by a reader to understand

**Schema**: knowledge in meaning for specific things

**Script**: conventional knowledge in memory for the series of action involved in event such as going to doctor

**Broca’s area:** part of brain in the left hemisphere involved in speech production

**Wernicke’s area:** part of brain in left hemisphere involved in language comprehension

**Motor cortex**: ıt controls muscle movement

**Arcuate fascicules**: bundle of nerve fibres

**Malapropism☹dil sürçmesi)** : speech error in which one word is used instead of another with a similar beginning

**Slip of tongue:** speech error in which a sound is produced wrong place

**Spoonerism:** two parts of words are switched

**Slip of ear**: processing error in which one word is heard as another

**Aphasia:** impairment of language funct,on due to localized brain damage leads to difficulty in understanding or producing

**Broca’s aphasia**: speech production is reduced , distorted, slow, missing grammatical marker

**Wernike’s aphasia**: comprehension is slow while speech is fluent but vogue, missing word

**Conduction aphasia:** language disorder associated with damage arcuate fasciculus which repeating words or phrase is difficult

**Lateralization**: divided into left and right size with control of functions one more side or other

**Cooing:** the earlist use of speech like sound by an infant in the first few mounths

**Caretaker speech:** motherese

**Overgeneralatization**: L1 acqusition using a word an inflectiıonal morpheme on more words than is usual in language

**Overextension**: L1 acqusition using a word to refer to more object than it usual

**Interlanguage:** the system of L2 learners which has some features of L1 and L2 plus some that are independent of L1 and L2

**Fosilization:** containing many L2 features stops developing toward more accurate of L2 form

**Communicative competence:** the general ability to use language accurately appropriately and flexibly

**Strategic competence:** ability to use language to organize effective messages and to overcome potential communication problems

**Embles:** non verbal signals such as thumbs up that function like fixed phrases with conventional interpretations.

**Iconic:** gesture that seem to echo or imitate the meaning of what is said

**Oralism:** to teach deaf student to speak and read

**Articulatory parameter:** four key aspects of visual information used in description of signs(shape, orientation, location, movement)

**Pictogram**: a picture of an object is used to represent the object

**Ideogram:** way of writing which cymbol represent a concept

**Lologram**: way of writing which symbol a word

**Cuneiform**: way of created by pressing wedge shaped implement into soft clay

**Rebus writing**: way of a pictoral representation of an object is used to indicate the sound of word for that object

**Cognates:** words in different languages that have a similar form and meaning(friend /freund)

**Metathesis:** sound change involving the reversal in position of two sounds(horse/hros)

**Epenthesis**: sound change involving the addition of a sound to a word

**Prothesis:** addition of a sound to the beginning of a word

**Diachronically**: differences resulting from change over a period of time

**Synchronically:** difference in language form found in different places at the same time

**Accent:** aspects of pronunciation that identify where speaker is from

**Dialect**: aspects of grammar , vocabulary, and pronunciation of variety of a language

**Isoglosses:** line on map separating two areas in which a particular linguistic feature is significantly different

**Dialect boundary:** line presenting a set of isoglosses used to separate one dialect are from another

**Bilingual:** describe a native speaker of two languages or a country with two official languages

**Diglosia**: where there is a high or special variety of a a, language used in formal situation and low variety used locally and informally

**Pidgin**: language for practical purpose such as trade but has no native speakers

**Creole:** language developed from a pidgin and is used as a first language by population of native speakers

**Sociolinguistic**: the study of relationship between language and society

**Overt prestige:** recognized as better or more positively valued in the longer community

**Covert prestige**: status of speech style or feature as having positive value but which is hidden or not valued similarly among the longer community

**Convergence:** adopting a speech style or feature as having positive value but which is hidden or not valued similarly among the longer community

**Divergence:** adopting speech style that emphasize social distance by using forms that are different from those used by person being talked

**Register:** a conventional way of using language that is appropriate in a specific situation occupation or topic characterized by the use of special jargon

**Jargon:** special technical vocabulary associated with a specific activity or topic as part of a register

**Slang**: word or phrase used instead of more conventional forms by those who are typically outside established higher status group

**Vernacular:** social dialect with low prestige spoken by lower status group with marked differences from the standard language

**The sapir-whorf hypothesis:** differences in language structure cause people to view the world differently from the names of two American linguistic.

**Lexicalization**: bir kelimenin bir kavramı açıklamasını sağlama

**Collocation:** bir dizi kelimenin sık sık birlikte kullanılması

**Recursion:** belli bir dilbilimsel unsur ve gramer yapısını tekrar eden kullanımı

**Lexical ambugity:** bir kelimeden iki ya dad aha fazla anlam çıkması

**Lexicology:** kelimleri aralarındaki ilşikiyi özelliklerini inceleyen bilim dalı

**Semiotics:** işaretleri ve arasındaki bağları inceler

**Prototype:** daha genel ve merkezi bir durumu ifade eder.

**NOINATIVE CASE**: ismin yalın hali **ACCUSATIVE**  İsmin İ hali **DATIVE** : İsmin E hali

**Locative:** İsmin DE hali  **ABLATIVE**: İsmin DEN hali **GENITIVE:** “S” TAKISI JOHN’S

**ERROR TYPES:**

**İnterlanguage transfer**: ana dilin etkisiyle ortaya çıkan yeni öğrenmedeki hatalar

**Overgeneralization:** aşırı kurallaştırma

**Avoidance** : zor bir dil yapısını kullanmaktan çekinme

**Interference**: ana dilin 2. Dili olumsuz etkilemesi

**Code switching:** konşurken iki dile de dönüş yapabilme durumu (yes arkadaslar vb)

**Fossilization:** başta öğrendiğin yanlış bilgiyi ne kadar doğru input alarak düzeltmeye çalışşansa da düzelmemesi

**Behavioristic:** imitation- practice- habit formation- reinforcement

**Nativist:** LAD language acquisition device

**Cognitive:** CPH crtical period hypothesis

**Social ınteractions:** scaffolding, ZPD (zone of proximal development, LASS language acquisition support system

**Coherence:** Anlam bütünlüğü, paragraf baştan sona anlamlı

**Cohesion**: Cümleler arasındaki bağlantılar bağlaçlarla sağlanır. Anlam bütünlüğü olmasa da olur. Önemli olan bağlaç kullanımı.

**Homonymy:** Words that share the same spelling and the same pronunciation but have different meanings

Ex: book

**Homophones** (eş sesli): Two- too

**Co-Hyponym** Dog- cat

**Polsemy(yan anlam**) Head

**Metonym(ad aktarması)**

Ankara buna tepki gösterdi. Ankara = hükümet

**Homographs:** Yazılışları aynı anlamları farklı

**Synecdoche:** Parçayı verip bütünü kastetme yâda bütünü verip parçayı kastetme, şiirlerde de görülür

-Doyuracağımız çok ağız var.( ağız=insan)

**Coinage**: Selpak, vileda

**Eponmy**: İcat eden kişinin icat ettiği şeye adının verilmesi.

**Hyberbole**: Mübalağa, abartma

**Holoprastic**: Tek kelime ile çok şey anlatmak

**Tautology**: Gereksiz yere çok şey anlatmak

**Clipping:** Examination=exam

Public house=pub

Advertisement: adds

**Acronmy:** Nato, Nasa, Unicef, Cd, Atm

**Abbreviation**: Dr,Mr

**Assimilation:** Good boy:gubboy

**Linking:** Ulama

**Loan translation:** bire bir çeviri

**Calcue**: Doctor:doktor

Station:istasyon

**Intonation:** bir şey söylerken sesimizi ayarlamamız, vurgu yapmak

**Ellision:** ses düşmesi ---You and me:you en mi

**Lilotes:** durumu kötü açıdan değerlendirme ör. İyi yerine kötü değil demek

**Euphoism**: güzel adlandırma---Öldü yerine vefat etti

**Back formation**: Television:televise---Editor:edit

**Conversion:**Kelimenin türü değişmeden hem verb hem noun olarak kullanılması

**Dialect**:To differences between kinds of languages which are differences of vocabulary and gramer Ton,kelime yapısı hepsi farklı

**Accent::**Sadece tonlama farklı

Brocas aphasia: -beyin önü -Sorun konuşmada

-kesik kesik konuşma -söyledikleri anlamlı

**Vernickes aphasia :** -beyin arkası -sorun algılamada

-sular seller gibi konusur –söyledikleri anlamsız

**Dyslexia:**Okumayla alakalı bozukluk

**Motor aphasia:**Jest mimik sorunları yaşar kişi

**Stemp(gövde):** Yapım ekli hali

**Lexical :**İsim sıfat her şey

Root: root is the part of a word-form that remains when all inflectional and derivational affixes have been  
removed.

**Morpheme: 1.Free Morpheme**:tek basına anlamlı

**a.lexical**: isim sıfat fiil…

**b:functional**: bağlaç edat article

**2.Bound Morpheme**: bağlanması lazım. Tek basına anlamsız.

**a.derivational:** yapım eki(fool-ish, bad-ly,care-ful) yani prefix,suffix,infix

**b:inflectional:** çekim eki

**zero morpheme**:sheep,fish

**Minimal Pairs and Sets :**Bir dildeki fonetik ayrılıklar bu türlerle test edilir.Tek bir fonemin değişmesiyle anlamları farklılaşan iki kelime “minimal-pair” olarak adlandırılır. Örneğin: “pat-bat”, “fan-van”, “site-side”. Bu İngiliz fonolojisine göre sınıflandırılmıştır.   
Birçok kelime aralarında tek bir fonemin değişmesiyle anlam değiştirdiğinde bu duruma “minimal-set” denir. Örneğin : “feat, fit, fat, fate, fought, foot”.

**KINDS OF SCAFFOLDING:**

Breaking down learning into smaller steps

Simplifying language narrowing the range of possibility

Using more spoken language before moving into written language

Translating abstract concepts into more concrete ones

Using physical movement

Using more audio- visual support

Providing greater variety of activities

**Social ıntegrationist view:(** bruner-vygotsky): impotance of social factors LAD+LASS

**ZPD**: importance of social interaction and learning from working with others

**Types of correction:** **a) explicit correction**: teacher gives the correct form

**b) recast:** öğretmen hatalı cümleyi düzelterek cümleyi kendi kendine söylemesi

**c) clarification request**: efendim, anlamadım vb sorularla öğrencinin hatasını bulmasını sağlar

**d) repetition:** hatalı yeri tekrar söylemesi

**Prosthesis**: kelimenin başına bir ses veya hece eklenmesi

**Convergence:** yöreden yöreye gore konuşmanın değişmesi ( nörüyon vb☺)

**Divergence** : yöresel yerde bile Istanbul türkçesiyle konuşma

**Elision** : son ses düşmesi( mother brother daki R lerin okunmamamsı

**Oxymoron :** birbiriyle çelişen sözcüklerin birarda kullanılması

**Calque:** başka dilden aynısı gibi alınan kelımeler yogurt zebra vb

**Embedding**: cümlede içiçe geçen sıfat cümleciklerinin yarattığı belirsizlik

**Stress:** vurgu **Prosody:** aruz ölçü **intonation :** tonlama

**Ellipsis**: anlamı bozmadan bazı kelimelerin çıkartılması( genelde informalde)

**Verse:** mısra **meter**: ölçü **foot**: redif

**Speaking knowledge areas**: functions, social norm, mechanism

**Listening strategy:** orientation, detail comprehension, replication, identification

**Metacognitive strategies:** self evaluation , delayed production, selective attention, directed attention

**Code-switching**: konuşmacının hem anadilini hemde yabancı dili kullanması( merhaba teacher)

**Metalanguage:** ingilizce öğretiminde öğretmen ve öğrencinin kullandığı dil

**Overgeneralization**: gramer ile ilgili geneleme yapma( foot- feet yerine foot- foots demesi

**Overextension**: semantikle ilgili genelleme her yuvarlak şeye top demesi

**Mistake**: konuşurken veya yazarken farkında olmadan yapılan yanlış

**Error:** düzeltilmesi neredeyse imkansız

**Types of gap: a) information gap**: exchange of info **b) opinion gap**: öğrenciler duygularını exchange ediyor

**c) Reasining gap:** verilen bilgilerden akıl yürüterek yeni bilgiye ulaşma

**Lingua franca**: uluslarası işlerde ortak dil kullanımı

**Dialect:** use of grammer or vocabulary identifying regional or social background

**Idiolect:** personal language or speech of individual person during a specific time in life

**False friend:** iki farklı dilde kelimelerin benzer görülmesi yada benzer söylenmesi

**EDEBİYAT NOTLARIIII**

* **Fiction**: hayal gücü ürünleri ---**fairy tale**: devler cinler periler vb
* **Parody:** taklit **SATIRE:** Eleştiri( insanlar)
* **ALLEGORY:** ahlaki değerlere ait gizli anlam içeren hikaye(john Dryden. Absalom)
* **Archetypes:** temel örnek söylenince akla ilk gelen örnek
* **Blank verse:** kafiyesiz şiir **BOMBAST**: Abartılı konuşma **COUPLET:** beyit iki mısralı şiir
* **CARPE DIEM**: Anı yaşamak günü yaşamak **CATHARSIS**: Duygu patlaması
* **Decadence**: çöküş **CONFLICT**: Olay veya hikayedeki zıtlıklar CLIMAX: Ana nokta( highest point)
* **Dilemma**: make choice between alternatives **FLASHBACK**: switch in the plot from present to past
* **Epiphany:** moment of significant realization **FORESHADOWING:** prepare reader significant realization
* **Suspense:** feeling of anxiety and uncertainity **PROTAGONIST:** chief focus on author’s interest
* **ANTAGONIST**: significant opponent that main character contend with
* **Flat character: (figuran)** : minor character only one apparent
* **Round character:** real character with several dimension
* **Foil:** protogonistin yandaşı geniş ailedeki müfik ☺
* **Theme**: central idea of story  **TONE**: attitude of author as reader infers it
* **Image:** Picture that remains in the mind of reader
* **Rising action:** series of event that lead to climax **IRONY**: alaysama üç tipi vardır

1. **Verbal irony:** discrepancy between literal and intend meaning
2. **Situational irony:**durumsal alay biriyle alay edip aynı şeyin kendi başna gelmesi
3. **Dramastic irony:** beklenenin tam zıddı olması (road runner varya mip mip o işte☺ )

* **Sarcasm:** iğneleme sneering attitude in writing **SATIRE: hiciv** humorous or critical treatment of subject
* **Stereotype**: basmakalıp fixed pattern of plot or character
* **Connnotation:** yan anlam associate meaning or a word
* Epistle: version of letter
* Pamphlet: brosur
* Tragedy:evokes pity and fear
* Cathersis or purgetion: at the end of the story audiences feel pity and fear
* Hubris:destruction of hero
* Humartia: hero makes wrong decisions and it is error of judgement it is also called catastrophe
* Comedy:aims to entertain people
* High comedy: intellectual comedy expressing idea ina clever mannner (cem yilmaz)
* Low comedy: relies on physical humor jokes aim to entertain people in a limited time
* Romantic comedy: love affairs in which the lovers fall in love too folishly
* Exp :sekspir as you like it and midsummer day
* Satiric comedy: satirize the literary philosophical and social matters of period
* Exp: ben johnson alchemist
* Comedy of manners: moralityof the upper class is studied. It gives moral lesson and highlight the corruption of society
* Exp: oscar wilde: importance of being earnest
* Comedy of humors: persons character influenced by fluids blood
* Exp: ben johson – every man in his humor
* Comedy of errors: include lots of mistakes; character is in the comic situation
* Exp: sekspir comedy of errors
* Sentimental comedy: evoke sarrow and make audience cry
* Farce: belly laughter = esek sakasi olmasi lazim
* Mystery plays: take their subject from biblical stories
* Miracle plays : dramatisations of christian life and saints
* Stream of consciousness: a form in which the writer aims to give a sense of how characters mind works and how he feels
* Historical novel: placed in the past time
* Exp: a tale of two cities c;dickens
* Epistolory novel: story is told through lette rs
* Exp: pamela- samuel richardson
* Realistic novel: novel of manners aspect of behaviour ,language; custom and values
* Exp: pride and prejudice
* Bildungsroman(?)originated in germany character or the muturation of the hero is told
* Exp: jane eyre – emily bronte
* Picaresque novel: adventures of hero is told in a episodic form
* Gothic novel: supernatural and mystic elements like monster ghost is used
* Exp: frankestayn:D- mary shalley
* Phychological novel: Attention is given to feeling of a character
* Exp:virginia woolf- mrs dollaway
* Foil=villain =nuri alco kahramanin karsisindaki kotu adam
* Epic: long narrative poem ordinarily concerning a serious subject containing details of heroic deeds and events
* Prose: duz yazi. Is a form of language which ordinary grammatical structure and natural flow of speech
* Verse: a single metrical line in poetic composition, common unit of verse is based on meter and rhyme
* Novella: is a prose longer than short story shorter than novel
* Romance: is a style of heroic prose and verse narrative
* Quest: a journey toward a goal serves as a goal
* Drama: spesific mode of fiction represented in erformance
* Fiction: form of work that deals with information or events that are not factual but imaginary and theoretical
* Wrestling:scripted show that mimics fighting competitions
* Satire: genre of literature for the mythological crature; it is always funny
* Barlesque:is a literary,dramatic or musicial work intend to cause laughter by caricaturing manner of serious work
* Parody: mimicking and imitating
* Pastiche:work of art, literature,film ,music or architecture that imitates the work of prevoius artist; usually distinguishes from parody in the sense that it celebrates rather than mock the work
* Extravaganza: is a literary or musicial work charactirized by freedom of style and structure it contains barlesque and pandomime
* Pandomime: is a form of musucal comedy stage.productin,designe for families.. mostly performanced in christmas
* **Denotation:** specific meaning a word **Slang**: using racy and colorful expressions
* **Clichés**:(basmakalıp ifade) **Hyperbole:** Exaggeration of facts either for comic or serious
* **Genre**: classify different types of literary works
* **Alliteration**: repetition of similar sound usually consonant at the beginning
* **Aposiopesis:** rising emotion or excitement **Apostrophe:** direct address absent or dead person
* **Assonance:** repetition of similar vowel sounds **cacophony:(** uyumsuz sesler karmaşası)
* **Colloquialism:** resmi olmayan argo kullanımı
* **Humortia**: error by hero that leads his downfall **conceit:** iki farklı düşünceyi birleştirme
* **Epiphet**: lakap  **epiphany**: tanrının görünmesi **euphemism:** güzel adlandırma( kör değil ama)
* **Meiosis:** büyük ve önemli şeyleri küçük gibi gösterme **onomatopedia:** doğa sesleri
* **Anaphora:** vurgu yapmak için kullanılan tekrarlama **oxymoron:** iki zıt durumun ilişkisi
* **Paraplipsis**: küçük şeylere dikkat çekmek **periphrasis:** ayrıntı **pun:** kelime oyunu
* **Rhetorical question:**cevapsız soru **synaesthesia:** duyuların birbirine karışması gördüğünü işitmek gibi
* **Synecdoche**: dar anlamlı sözcüğü geniş anlamda kullanmak **trape:** mecaz **zeugma:** iki anlamlılık
* **Bathos:** beklenmedik gelişme **dues ex machine:** mitolojik tanrının olaya müdahale etmesi
* **In medias rest:** olaylara ortadan girilmesi **interior monologue:** oyuncunun iç sesi
* **Emblem:** soyut durumları simgelemek **cadence:** konuşmada artış veya düşüş
* **Authorial intrusion:** yazarın bir an yazıdan uzaklaşıp okuyucuyla konuşması
* **Circumlocution:** kısa cümleyle anlatılacak şeyi abartılı uzun karmaşık cümlelerle anlatma
* **Third person omniscient**: anlatıcının tüm oyuncuların duygu ve düşüncelerini bilmesi
* **Third person objective**: anlatıcının kimsenin duygu ve düşüncelerini bilmediği olayları sadece gözlemler
* **Third person subjective:** anlatıcının bir yada fazla oyuncunun duygu ve düşüncelerini bildiği türdür
* **First person view:** anlatıcının hijkayede bir karakter olduğu türdür
* **Second person view:** anlatıcının hikayede bir karakter gibi sen diye hitap etmesi
* **Mythopoeia:** kurgusal bir mitolojinin yaratıldığı çağdaş edebiyat türü
* **Short story:** 7500den az **novelette:** 7500-17.500 **novella:** 17.500- 40.000 arası **novel:** 40.000 üstü
* **Art for art’s sake:** sanat sanat içindir

Literary Movements

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| Literary movements are terms which group writers whose works have similar subject matter, writing style or thought. There tends to be overlap in literary movements. Usually the terms for these movements and their associated writers are developed over time - or the group of writers will define themselves in this group (such as the Beat generation or the Dada movement). In literature, you'll see a lot of these terms, especially when coming across anthologies or studying writing on a large scale. These terms definitely help you get a sense of the context in which these writers wrote. Take a look☺ |

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| Absurdist literature c. 1930-1970  This movement occurred primarily in theatre drama. It is nihilistic and emphasizes the meaninglessness of life. One of the most famous works in the Theatre of the Absurd is Samuel Beckett's play *Waiting for Godot* - in which a pair of men wait for Godot, who never arrives. |

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| Angry Young Men 1950s-1980s  These "angry young men" were a group of British male writers. They created plays and fictional works which illustrated dissatisfaction with their government and the smug middle class. One of the most prominent works in this movement was John Osborne's play, *Look Back in Anger* (written in 1957). The term was coined by journalists who referred to these writers as such. |  |

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| Beat Generation 1950s-1960s  The beat generation emphasized a bohemian culture of sex, drugs, and Buddhism. This generation is often associated with jazz. Allan Ginsberg is a famous Beat poet who gave readings in coffeehouses - he wrote the poem*Howl*. Jack Kerouac's book *On the Road* coined the term "beat". |

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| Bloomsbury Group c. 1906-1930s  This informal group consisted of friends and lovers, including John Maynard Keynes, Clive Bell, Roger Fry, Lytton Strchey, Virgina Woolf and E.M. Forster. They lived in the Bloomsbury area of London in the early 20th century, and have a great influence in liberalizing British culture. |

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| Enlightenment c. 1660-1790  The enlightenment was a movement throughout Europe which emphasized reason, liberty and technological progress. It is also known as the Age of Reason. Most of the writing during this time was nonfiction, such as essays and philosophical treatises by Thomas Hobbes, John Locke, Rousseau and Descartes. |

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| Elizabethan era c. 1558-1603  During the reign of Queen Elizabeth I, there was a blossoming of new English drama and literature - William Shakespeare being the most prominent. Francis Bacon, Ben Jonson and Edmund Spenser are also some famous writers of this time. |

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| Gothic fiction c. 1764-1820  Gothic fiction had mysterious, brooding settings and plots - much like today's "horror stories". Horace Walpole's*Castle of Otranto* is considered the first major Gothic novel. Edgar Allan Poe's stories are also considered Gothic. |

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| Harlem Renaissance c. 1918-1930  One of my favourite literary movements. This was a rebirth of African-American literature, art and music during the 1920s - beginning in Harlem, New York City. Popular writers of this movement include W.E.B. DuBois, Zora Neale's*Their Eyes Were Watching God*, as well as the Langston Hughes and Countee Cullen. |

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| High modernism 1920s  Modernism took form in the 190s, but "high modernism" was considered the golden age for modernist literature. This movement broke with the traditional aspects of Western conventions. Popular works during this time include James Joyce's *Ulysses*, T.S. Eliot's *The Waste Land*, Virginia Woolf's *Mrs. Dalloway* and Marcel Proust's *In Search of Lost Time* |

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| The Lost Generation c. 1918-1930s  The "lost" generation described a generation of writers who had a sense of disillusionment with the world - many of them had just entered maturity during World War I. Prominent writers of this group included F. Scott Fitzgerald, Ernest Hemingway and Dos Passos. |  |

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| Magic realism c. 1935-present  This style of writing combines dream-like imagery and fantasies with real life. Prominent writers included Jorge Luis Borges, Gabriel Garcia Marquez, Gunter Grass and Isabel Allende. |

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| Middle English c. 1066-1500  This is the transitional period between Anglo-Saxon and modern English. After the Norman Conquest of England, there was a large amount of new secular literature - including ballads, romances, allegorical poems and religious plays. Chaucer's *The Canterbury Tales* is a popular book of this period. |

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| Naturalism c. 1865-1900  This movement used very detailed realism in order to suggest that social conditions, heredity and our environment were inevitable in shaping our human character. Writers during this time include Emile Zola, Theodore Dreiser and Stephen Crane. |

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| Neoclassicism c. 1660-1798  "Neo-" means "new", so this movement was a new version of the classical works of ancient Greece. It emphasized balance and order. Neoclassicism also roughly coincided with the Enlightenment. Popular writers of neoclassicism included Edmund Burke, John Dryden, Alexander Pope, and Jonathan Swift. |

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| Nouveau Roman c. 1955-1970  Meaning "new novel", this French movement was led by Alain Robbe-Grillet. One of the lesser known literary movements, Nouveau Roman rid itself of traditional novel elements like plot and character - instead, it recording the experience of sensations and things in a more neutral manner. |

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| Postcolonial literature c. 1950s-present  This involves literature about, or by, people from former European colonies. These colonies include places in Africa, Asia, South America and the Caribbean. Its aim is usually to expand Western literature and challenge the Eurocentric assumptions about race, identity and otherness. Popular works during this time include Eddward Said's *Orientalism*, Chinua Achebe's *Things Fall Apart*, V.S. Naipaul's *A House for Mr. Biswas*, and Salman Rushdie's *Midnight's Children*. |

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| Postmodernism c. 1945-present  The term "postmodernism" is often used and interpreted in many ways. It is known as a response to the elitist literature of high modernism (such as Hemingway) as well as a response to atrocities of World War II. Postmodern literature is noted for his fragmented use of high and low culture, an absence of tradition and structure and a world of technology and consumerism. Popular writers of this period include Toni Morrison, Vladimi Nabokov, Thomas Pynchon, Salman Rushdie, Julian Barnes, Don DeLillo, and Kurt Vonnegut. |

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| Realism c. 1830-1900  This term is loosely used - it usually refers to any work that aims to give an honest portrayal (as opposed to sensationalism or exaggeration). Realism technically refers to late 19th century literature that was French, English and American. It aimed to depict ordinary life. This includes writers such as HonorÃ© de Balzac, Charles Dickens, George Eliot, Gustave Flaubert, and Leo Tolstoy. Naturalism can be considered a more intense version of realism. |

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| Romanticism c. 1798-1832  This literary and artistic movement was a response to the restraints and scientific approach of the Enlightenment. Romantics loved imagination, subjectivity, the romance of nature and spontaneity. Popular English writers of the Romantic movement included Jane Austen, William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, and William Wordsworth. As for the American Romantic movement, prominent writers included Nathaniel Hawthorne, Herman Melville, William Cullen Bryant, and John Greenleaf Whittier. |

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| Sturm and Drang 1770s  Sturm and drang means "storm and stress/urge" in German. Though this was a brief movement, it advocated great passion - as a response to Neoclassical rationalism. One prominent example is Johann Wolfgang von Goethe's *The Sorrows of Young Wether* and *Faust*. This greatly influenced the Romantic movement. |

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| Surrealism 1920s-1930s  This primarily occurred in France - as you know, Salvador Dali was a popular surrealist painter. There were also surrealist poets, such as Andre Breton and Paul Eluard. These writers were not as popular as the artists of this movement. |

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| Transcendentalism c. 1835-1860  This was an philosophical (and also spiritual) movement occurred mainly in New England - the upper eastern states of America. It focused mostly on the individual's conscience and rejection of materialism in favour of becoming closer with nature. Thoreau's work *Walden* and Emerson's *Self-Reliance* are the most popular works. |

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| Victorian Era c. 1832-1901  This era is named after Queen Victoria and ends at her death. She had strict conservative views on sex, religion and science - but during this time, there were a great number of works written, as well as social reform. Writers of this era include Emily and Charlotte BrontÃ«, Anthony Trollope, Charles Dickens, George Eliot, William Makepeace Thackeray and Thomas Hardy.  Poets of this era included Robert Browning, Elizabeth Barrett Browning and Alfred Lord Tennyson. Nonfiction writers of this time include Walter Pater, John Ruskin, and Charles Darwin (who wrote *The Origin of Species*). |

**EDEBİ AKIMLAR**

* **ANGLO-SAXON ( 450-1066)** : **Beowulf**( first and greatest old English poem, ingilizlerin en eski destanı)

**Venerable Bede:** hristiyanlığı anlatan aziz bede **Exeter book**: şiir antolojisi

* **MEDIAEVAL PERIOD(MIDDLE 1066- 1485):** **A) Geoffrey Chaucer:** ingiliz edebiyatının babası, rönasans habercisi, en öenmli eseri**: Canterbury Tales**

**B) John Steinbeck:** sir Gawain and the green knight, pearl

**C) Thomas Malory:** l’morte de Arthur

* **ELIZABETHTON PERIOD(1586- 1660)** William Shakespeare, Christopher Marlowe, Ben Johnson , Edmund Spencer , john Milton
* **JACOBEAN PERIOD( 1603- 1625)** John Donne, Francis bacon, Thomas Middleton
* **RESTORATION PERIOD(1630- 1660)** John Dryden, john Milton
* **AUGUSTAN PERIOD(AGE OF ENLIGHTEN/NEOCLASSIC(1660-1789):** Jonathon swift, Alexander pope, Daniel Defoe
* **ROMANTIC PERIOD(1798- 1832):** William Wordsworth, William Blake, Samuel Taylor Coleridge , Lord Byron, john Keats, Percy Shelley
* **VICTORIAN PERIOD( 1832-1900):** Charles dickens, Oscar Wilde, Bronte sisters, Thomas hardy, Rudyard Kipling , George Eliot, Joseph Conrad
* **MODERN PERIOD( 1900- ….)** James Joyce, Virginia Woolf, T. s. Eliot, D.h Lawrence, George Orwell, J.R.R Tolkien, Joseph Conrad, Samuel Becket

**YAZAR, ŞAİR VE ESERLERİ**

* **CHARLES DICKENS**: Great expectations, hard times, dombey and son, Oliver twist, the old curiosity shop, tale of two cities, David Copperfield
* **GEORGE ELIOT: (gerçek ismi: Mary Ann Evans)** Adam Bede, Middle march, The mill on the floss, sibs manner, Daniel deande
* **THOMAS HARDY**: far from madding crowd, Jude the obscure, the major costerbride, Tess of d’Urbervilles, darkling thrush
* **BRONTE SISTERS:** Jane Eyre, Wuthering heights, agne gray, tenant of widfe hall
* **T.S.ELIOT**: wasteland, the Halloween, ash Wednesday, four quarters, murder in the cathedral
* **JOSEPH CONRAD:** the nigger of narcissus, heart of darkness, lord Jim, nostrama, the secret of agent, under western eyes
* **D.H.LAWRANCE:** sons and lovers, white peacock, everlasting flowers elegy, excursion, discord in childhood, dolor of autumn, lady charlotte’s love, woman in love
* **OSCAR WILDE:** lady Windermere’s fan, importance of being earnest
* **JAMES JOYCE**: the portrait of an artist as a young man, Ulysses, Dubliners
* **VIRGINIA WOOLF:** Mrs. Dalloway, Jacob’s room, the waves, to the light house
* **GEORGE ORWELL**: animal farm, Burmese days, keep the aspidistra flying
* **WILLIAM BUTLER YEATS**: fairy tales, the island of statues Irish, on boile strand, in the seven woods, kings threshold, sailing to Byzantium, the second coming, at the hawks well
* **GEORGE BERNARD SHAW:** Pygmalion, Candida, arms and man, major Barbara, Caesar and Cleopatra, irrational knot, man and superman, Mrs. warren’s profession
* **JANE AUSTEN**: pride and prejudice, sense and sensibility, Mansfield park and Emma
* **SHAKESPEARE :** **A)Comedies:** all’s well that ends well, as you like it, comedy of errors, love’s labors lost, measure for measure, merchant of menice, merry wives of Windsor, midsummer night’s dream, much ado about nothing, taming of the shrew, tempest, twelfth nights, two gentleman of Verona, winter tale

**B) History plays:** Cymbeline, Henry 4, Henry 5, Henry 6, Henry7 , king john, Pericles, Richard 2 Richard 3

**C) Tragedies:** Antony and Cleopatra, Coriolanus, hamlet, Julius Caesar, king Lear, Macbeth, Othello, Romeo and Juliet, Timon of Athens, Titus Andronicus, Troilus and Cressida

**D) Poems:** Venus and adons, the rope of lucrece, passionate pilgrim, phoenix and turtle, lover’s scomphil

* **CHAUCER**: Canterbury tales, the friar, the pardones, the miller the knight, the book of duches, the parliament of fowls, the house of fame, the legend of godwomen, traylus and creyde,
* **THOMAS MALORY**: l’ morte de Arthur
* **THOMAS MORE**: utopia, the history of king Richard III, the life of pico della mirandola, the four last things
* **SIR THOMAS WYATT:** once, fortune me kissed they flee from me
* **EDMUND SPENCER**: faerie queene, the shephers calendar, ıambicum trimetrum
* **JOHN MILTON**: paradise lost, areopagitica, of education
* **JOHN DONNE:** song a hymn to god, satires, divine poems, pseudo martyr, anatomy of world, ıgnatus his conclude devotion, upon emergent occasions, death dwels
* **FRANCIS BACON**: the essay, new atlantis, the advencent of learning
* **ANDREW MARVELL**: to his coy mistress
* **ALEXANDER POPE:** the duncaid, an essay, on critism, the pore of the lock
* **JONATHAN SWIFT:** gulliver’s travels, a modest proposal, lady’s dressing room
* **WILLIAM BLAKE:** tiger, song of innonce, divine comedy, song of express
* **WILLIAM WORDSWORTH:** London, 1802, ode: intimations of immortality, prelude
* **SAMUEL JOHNSON**: dictionary of English language, to right honorable earl of chesterfield
* **SAMUEL TAYLOR COLERIDGE**: the rime of ancient mariner, chrisabel, kubla khan
* **LORD BYRON**: childe herald’s, pilgrimage, don juan song for the ludditus
* **PERCY BYSSHE SHELLY**: promethaus umbound, ozmandias, ode to west wand, to a skylark, music, the cloud

**ÖNEMLİ OLAYLAR & İLKLER & SONLAR**

* **Chaucer ingiliz edebiyatının babası**
* **George eliot ilk modern hikayeci**
* **Gölcüler yazar grubu: wordsworth, Coleridge, lord Byron, Shelley keats**
* **Julius Caesar Shakespeare’ in en kısa oyunu**
* **Edgar alan poe is the father of speculative poetry**
* **Marlowe is the first great English dramist**
* **Hamlet Shakespeare ’in en uzun oyunu**
* **Pope is the best regarded comic writer and satirist of English poetry**
* **Beawulf is the oldest surviving epic in English literature**
* **Hymn is the first poem written by caedman**
* **Beawulf is the most important work of old English**
* **Morte d’ Arthur is the first book in print**
* **The tempest is Shakespeare’s last play**
* **Celts are first inhabitants of England**
* **Pamela: epistolary , ANIMAL FARM: allegorical , DON QUIXOTE: chivalric, LILY: euphurism starter**
* **John Milton is one of the greatest English poet, wrote at restoration period of religious unrest and political turmoil**
* **Moby dick by herman Melville is about ismael, Elijah to biblical of 19th century**
* **Big brother and thought police: nineteen eighty four**
* **Macbeth is Shakespeare’s one of the darkest and most powerful tragedies**
* **Victorien literature: Charles dickens, Robert browning, brontes sisters, Elizabeth Gaskell**
* **2014** [**Patrick Modiano**](http://tr.wikipedia.org/w/index.php?title=Patrick_Modiano&action=edit&redlink=1) **nobel edebiyat ödülünü aldı**
* **Father of English literature: Chaucer**
* **Father of first prose: Shakespeare**
* **Father of English novel: henry fielding**
* **Father of modern linguistic: Chomsky, ferdinard saussure**
* **First English novel: robinson cruise(danil defoe)**
* **Francis bacon: founder of England materialism, modern sicence**
* **17th king james bible& age of Dryden& restoration period isimleri**
* **Virginia woolf gerçek adı adelina Stephan**
* **Shakespeare is canon of English drama**
* **Everyman is the earliest surviving morality play**
* **Earl of survey is the first poem published in blank verse**
* **University wits: George peale, john lily, Thomas nashe, chistropher Marlowe**
* **Julias cesar is the Shakespeare’s shortest play**

**METHODS AND APPROACHES IN LANGUAGE EACHING IN BRIEF**

**THE GRAMMAR TRANSLATION METHOD (GTM)**

1. **Learning Theory:** Deductive learning is essential. First, the teacher gives rules explicitly then the rules are reinforced with examples and exercises.
2. **Language Theory:** Language is for understanding the literature. Translation is the way to learn the language. Oral communication is not primarily important. Written language is superior to spoken language. Students also learn the structure of their own native language. Those who study a foreign language become more cultured and intellectual.
3. **Culture:** Culture is limited to literature and fine arts.
4. **Teachers' Role:** Teacher is the strict authority. Classes are teacher centred.
5. **Students' Role:** Students are the passive receivers of the new information. The teacher starts the activities and directs them. Students are supposed to memorise the rules and the new vocabulary with their meanings in their native language.
6. **Interactions:** Very often “*Teacher –Student*” interactions occur. Rarely “*Student – Student*” interactions also occur.
7. **Vocabulary Teaching:** The most common vocabulary teaching technique is “the memorisation of long lists of vocabulary with their equivalents in the students’ native language. Other techniques are   
    -Teaching “cognates” (i.e., “cinema –sinema”, “theatre – tiyatro” ..., etc).   
    - Using synonyms and antonyms
8. **Grammar Teaching:** The teaching of grammar is deductive. The teacher introduces the rules explicitly and wants the students to apply these rules to new examples in exercises. Students are supposed to memorise the rules. In order to explain the rules, the teacher uses comparison and contract between the students’ native language grammar and target language grammar. Translation is a common way to clarify the meanings of the new grammar patterns in the target language.
9. **Materials:** Texts from the target language literature are used. The teacher may either write the text or use an authentic literary text.
10. **Syllabus:** Structural syllabus (i.e., list of structures to be taught during the course) is used. The order of structures starts from the easiest
11. **Role of L1:** L1 (i.e., students’ native language) has an important function in teaching vocabulary and grammar. Since oral communication in the target language is not important, classroom instructions are given in L1.
12. **Evaluation:** Translation is an important technique to test students’ progress in the target language. In addition, “fill-in-the-blank” type test items are also used. Synonyms, antonyms, and cognates can be asked to test vocabulary in formal tests. Reading passages and comprehension questions about the passages can also take place in tests as the reading section.
13. **Goals and Objectives:** Among the goals are to teach translation, to read and understand literary texts in the target language, to make students aware of their native language structure and vocabulary, and to improve students’ mental capacities with grammar exercises.
14. **Error Correction:** The teacher corrects the errors strictly. Errors are not tolerated. Accuracy is emphasised strictly. Accuracy means grammatical correctness.
15. **Student's Feelings:** There is no information about how GTM deals with students’ feelings. V Therefore, we cannot consider this method as a humanistic approach.
16. **Techniques:**

1. Translation of a Literary Passage: Students translate a passage from the target language into their native language. The passage provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in the following lessons.

2. Reading Comprehension Questions: Students answer questions in the target language based on their understanding of the reading passage. First, they answer information questions whose answers they can find in the passage. Second, they answer inference questions based on their comprehension of the passage although the answer cannot be found in the passage directly in the passage. Third, they answer questions that require students to relate the passage to their own experience.

3. Antonyms / Synonyms: Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.

4. Cognates: Students are taught to recognise cognates by learning the spelling or sound patterns that correspond between the languages. Students should be aware of “true cognates” (i.e., theatre-tiyatro) and “false cognates” (i.e., apartment-apartman).

5. Deductive Application of Rule: Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

6. Fill-in-the blanks: Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or necessary items of grammatical features.

7. Memorisation: Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorise them. Students are also required to memorise grammatical rules and grammatical paradigms such as verb conjugations.

8. Use words in Sentences: In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

9. Composition: The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis (pronounced as /preısı/).

**17. Skills:** The primary skills to be improved are “reading” and “writing”. Little attention is given to speaking and listening, and almost no attention to pronunciation.

diamonds

**THE DIRECT METHOD (DM)**

DM was born as a reaction to GTM because GTM cannot prepare learners for real life language situations in which oral communication is the media.

**1. Learning Theory:** Inductive learning is essential. There is a direct relation between form and meaning. L2 learning is similar to L1 acquisition. There is a direct exposure to the target language. Exposure of Long chunks in the target language. Learning occurs naturally.

**2. Language Theory:** Language is for oral use. Each language is unique. There is a direct relation between form and meaning. No other language should interfere when learning a language.

**3. Culture:** Not only art or literature, but also other aspects of culture (namely, life style, customs, traditions, institutions, food, daily habits, history, geography, etc.) Should be taken into consideration. Daily speech is important.

**4. Teacher's Role:** The teacher usually directs the interactions but he/she is not as dominant as in GTM. Sometimes acts like a partner of the students.

**5. Students' Role:** Sts are active participants. Sometimes pair works take place. Even the teacher takes roles in activities.

**6. Interactions:** T- st and St - st interactions often occur.

**7. Vocabulary Teaching:** Pictures, realia, examples, sample sentences are used to teach vocabulary. Use of L1 is not allowed. There is a direct relation between form and meaning.

**8. Grammar Teaching:** Grammar is taught inductively. Examples and drills are given and students are expected to discover and acquire the rules. Drills like chain drill, yes question, no question, or question are used to help students induce the rule.

**9. Materials:** Reading passages (for topics), Dialogues (for situation), plays (for situations) are used.

**10. Syllabus:** Situational and topical syllabuses are used.

**11. Role of L1:** L1 is not permitted.

**12. Evaluation:** Sts' ability to use the language is tested. Not about language, the language itself.

**13. Goals and Objectives:** Teaching Sts how to communicate in the target language. Teaching of thinking in the target language.

**14. Error Correction:** Sts' self correction.

**15. Sts' Feelings:** There is no information dealing with this issue.

**16. Techniques:** Reading aloud, Question and answer exercise, self correction, conversation practice, fill-in-the-blank exercise, dictation, drawing (for listening comprehension), and paragraph writing.

**17. Skills:** Speaking, listening, reading and writing are important skills. Especially speaking and listening are emphasised. Vocabulary is over grammar.

diamonds

**THE AUDIO-LINGUAL METHOD (ALM)**

**1. Learning Theory:** Learning is based on the principles of Behaviourism. (Mim-mem approach).   
 Habit Formation is essential.

***Habit Formation***

Reinforcement (Behaviour is likely to occur again)

Stimulus----organism

No reinforcement or negative reinforcement (Behaviour is not likely to occur again)

Rules are induced from examples. Explicit grammar rules are not given. Learning is inductive.

Habit formation is actualised by means of repetitions and other mechanical drills.

**2. Language Theory:** Language is based on descriptive linguistics. Every language is seen as its own unique system. The system is comprised of several different levels. (i.e. phonological, morphological, and syntactic). There is a natural order of skills. 1. Listening, 2. Speaking, 3. Reading, 4. Writing. Everyday speech and oral skills are important. Perfect pronunciation is required. Language is primarily for Oral *Communication.*

**3. Culture:** Culture consists of everyday behaviour, and lifestyle of the target language community. Culture is presented in dialogues.

**4. Teacher’s Role:** T is like an orchestra leader. S/he directs and controls the language behaviour of the students. T is a good model of the target language, especially for pronunciation and other oral skills. The differences between Sts’ L1 and L2 should be known by the teacher.

**5. Students’ Role:** Sts are imitators of the teacher as perfect model of the target language or the native speakers in the audio recordings.

**6. Interactions:** T-St, ST- ST. Interactions are mostly initiated by the teacher.

**7. Vocabulary Teaching:** Meaning is taught directly. L1 is prohibited because it may cause bad habit formations. Vocabulary is introduced through dialogues.

**8. Grammar Teaching:** Explicit rules are not provided. Students induce the rules through examples and drills. Students acquire grammar by being exposed to patterns through mechanical drills.

**9. Materials:** Dialogues

**10. Syllabus:** Grammar points and sentence patterns in structural syllabus.

**11. Role of L1:** L1 is not allowed in the classroom. It may cause interference and bad habit formation in L2.

**12. Evaluation:** Discrete-point tests are used. Each item (question) should focus on only one point of the language at a time. E.g. distinguishing between words in a minimal pair. Appropriate verb form in a sentence.

**13. Goals and Objectives:** to enable students to speak and write in the target language. To make students able to use the target language automatically without stopping to think. To form new habits in the target language.

**14. Error Correction:** Errors are corrected by the teacher since errors may cause bad habit formation.

**15. Sts’ Feelings:** There are no principles related to Sts’ feelings.

**16. Techniques:**

**1. Dialogue Memorisation**

**2. Minimal pairs:** (for teaching pronunciation)

**3. Complete the dialogue**

**4. Grammar Games**

**5. Mechanical Drills**

**a) Repetition drill**

**b) Chain Drill**

**c) Single- slot Substitution Drill** (T gives one cue to be substituted)

**d) Multiple-slot Substitution Drill** (T gives more than one cue to be substituted)

**17. Skills:** Listening and speaking are emphasised. There is a natural order of skills.

1. Listening 2. Speaking 3. Reading 4. Writing

**THE SILENT WAY (SW) (Caleb Gattegno)**

1. **Learning Theory:** Cognitive Psychology is the basis. Language learning is not habit formation. It is rule formation. Language learning has a sequence from the known to the unknown. Students induce the rules from examples and the languages they are exposed to, therefore learning is inductive
2. **Language Theory:** Languages of the world share a number of features (e.g. every language uses subject, object; every language has adjective, adverb, verb ...etc.) However each language is unique. Language is for self expression (to express thoughts, perceptions, ideas and feelings). "Cognitive Coding" helps learners learn the language. "Colour rods" and "Fidel Chart" are used for cognitive coding.
3. **Culture:** Culture is an inseparable part of language. Language reflects culture. Everyday life, art, literature. etc. should be learnt.
4. **Teachers' Role:** The teacher is a technician or an engineer who facilitates learning. Only the learner can do learning. The teacher is aware of what the students already know and he/she can decide the next step. The teacher is silent. Silence is a tool because *teacher's silence* gives the responsibility to the student. Besides *teacher's silence* helps students monitor themselves and improve their own inner criteria.
5. **Students' Role:** Students should make use of what they already know. They are responsible for   
   their own learning. They actively take part in exploring the language. The teacher works with the students and the students work on the language. St-st interaction is important. Sts can learn from each other.
6. **Interactions:** The teacher is silent in "**T-st**” interactions. **St-st** interactions are also possible because students can learn from each other.
7. **Vocabulary Teaching:** Vocabulary is taught by means of visual aids and word-charts. Vocabulary is always recycled by means of word-charts. Vocabulary is restricted at the beginning.
8. **Grammar Teaching:** There is a focus on the structures of the language although explicit grammar rules are never given.
9. **Materials:** Sound Colour Charts (For teaching pronunciation; one colour represents one sound), Colour Rods (for cognitive coding of grammatical patterns), 8 Fidel Charts (used for sound spelling association.
10. **Syllabus:** There is no linear structural syllabus. The teacher starts with what students already know, and builds from one structure to the next. The syllabus develops according to the students' learning needs.
11. **Role of L1:** L1 can be used to give instructions when necessary. Meaning is made clear by focusing the student's perceptions, not by translation. During feedback sessions L1 be used at beginning levels. L1 can be exploited. For example, similar sounds in L1 and L2 can be used to make students aware of phonological similarities.
12. **Evaluation:** The teacher may never give a formal test. He/she assesses students' learning all the time. Continuous monitoring by the teacher is essential.
13. **Goals and Objectives:** Students should be able to use the target language for self expression (to express their thoughts, feelings, ideas). To help students improve their inner criteria for correctness. Students should rely on themselves to be able to use the target language.
14. **Error Correction:** Errors are natural and inevitable. The teacher uses students' errors to decide where further work is necessary. Self correction is necessary for the students to compare their own production with their developing inner criteria. If students cannot self-correct, the teacher supplies the correct language but only as a last resort. Peer correction is also very common, but it should be in a co-operative manner.
15. **Student's Feelings:** Students' negative feelings are treated by the teacher. During feedback sessions, students can express their feelings like their fears, what they think about classes, and learning a foreign language, their needs and wants. Students are encouraged to co-operate with one another in order to create a relaxed and enjoyable classroom atmosphere.
16. **Techniques:**

1. Teaching pronunciation with "sound colour charts"

2. Cognitive coding with colour rods.

3. Peer correction to improve co-operative manner.

4. Self correction gestures

5. Teacher's Silence

6. Structured feedback: Students are invited to talk about the day's instruction (what they have   
learnt that day during classes). Students learn to take responsibility for their own learning by becoming aware of themselves, and by controlling and applying their own learning strategies.

7. Fidel Charts: Used to teach sound spelling association.

8. Word Charts: Used to teach and recycle vocabulary. The words are written in different   
 colours so that students can learn basic pronunciation patterns.

**17. Skills:** Pronunciation is emphasised at the very beginning. It is important that students   
 acquire the melody of the language. All four skills (reading, writing, speaking, and listening)   
 are worked on from the beginning.

**SUGGESTOPEDIA (Georgi Lazanov)**

1. **Learning Theory**: People use 5-10% of their mental capacity. In order to make better use of our mental reserves, limitations need to be desuggested. Students should eliminate the feelings that they cannot be successful and thus, to help them overcome the barriers to learning. Psychological barriers should be removed.

*There are six principle theoretical components through which desuggestion and suggestion   
 operate and that set up access to reserves.*

1. Authority: People remember best when the new information comes from a reliable authoritative source.
2. Infantilization: Authority is also used to suggest a teacher-student relation like that of "parent-child" relationship. In the child's role the learner takes part in role playing, games, songs and gymnastic exercises that help the older student regain the self confidence, spontaneity and receptivity of the child.
3. Double-planedness: The learner learns not only from the instructions but also from the environment. Physical features of the classroom are important.
4. Intonation: Varying intonation of the presented material helps to avoid boredom. T should present the material with different intonation patterns. Correct intonation patterns should be emphasised.
5. Rhythm: Materials presented with varying rhythm and tones are more interesting.
6. Concert pseudo-passiveness: Materials presented with varying rhythm, intonation, and tone should be accompanied by music. Music should have sixty beats in a minute. Baroque concertos work very well for this purpose.
7. **Language Theory:** Lazanov does not articulate a theory of language. However according to this method communication is a two-plane process. Language is the first of the two planes. In the second plane, there are factors, which influence the linguistic message (e.g. the way one dresses, non-verbal behaviours that affect the linguistic message).
8. **Culture:** The culture, which students learn, concerns the everyday life of people who speak the target language. The use of fine arts is also common.
9. **Teachers' Role:** Teacher is the authority. Learners learn better if they get the information from a reliable authority. Students must trust and respect that authority.
10. **Students' Role:** Students play a child's role (infantilization). They adopt a new identity (new name, job, family...etc.) As they feel more secure, they can be less inhibited.
11. **Interactions: “**St-st” and “T-st” interactions occur. Students often do "pair work" and "group work".
12. **Vocabulary Teaching:** Vocabulary is emphasised. Claims about the success of the method often focus on the large number of words that can be acquired. Comments and explanations about the meanings can be provided in student's L1.
13. **Grammar Teaching:** Grammar is taught explicitly but minimally. Explicit grammar rules are provided in L1.
14. **Materials:** Dialogues are used with their translations in L1 on the opposite side. Texts with literary value are used. The textbook posters are used for peripheral learning.
15. **Syllabus:** A course lasts 30 days and ten units of study. Each unit has a long dialogue consisting of 1200 words. There is grammar review and commentary section with a list of vocabulary. The dialogues are graded by lexis and grammar.
16. **Role of L1:** L1 is used to make the meaning of dialogues clear. The teacher can use L1 when necessary but he uses L1 less and less as the course proceeds.
17. **Evaluation:** Evaluation is conducted on students' "in-class-performances" and not through formal tests, which would threaten the relaxed atmosphere, which is considered essential for accelerated learning.
18. **Goals and Objectives:** Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. For this, more of the students' mental power must be tapped. This can be achieved by removing psychological barriers.
19. **Error Correction:** At the beginning levels, errors are not corrected immediately because the emphasis is on communication. When errors of form occur, teachers uses the correct form later on during class, because immediate interference by the teacher may destroy the relaxed atmosphere in classes.
20. **Student's Feelings:** A great deal of attention is given to students' feelings. Students should feel relaxed and secure. Teacher's existence and classmates' existence should not threaten the individual. Individual's self-confidence is important. Choice of new identity makes students feel more comfortable and secure. The classroom conditions (temperature, lighting, armchairs) should supply students with the feeling of relaxation and comfort.

**16. Techniques:**

1. Classroom set up: dim lights, soft music, cushioned armchairs, and posters on the walls.
2. Positive Suggestion:
3. Direct Suggestion: The teacher tells students they are going to be successful to create self-confidence.
4. Indirect Suggestion: This is provided by music and comfortable physical conditions of the classroom.
5. Peripheral Learning: Posters, lists, charts, texts, paintings, and graphs are hung on the walls of the classroom. Students learn from these although their attentions are not directly on these materials.
6. Visualisation: Students are asked to close their eyes and concentrate on their breathing. Then the teacher describes a scene or an event in detail so that students think they are really there. When the scene is complete, the teacher asks students to slowly open their eyes and return to the present. This can be done just before students write a composition in order to activate their creativity.
7. Choose a New Identity: Students can be asked to write about their fictional new identity, new home town, family, etc.
8. First Concert: Music is played. The teacher begins a slow, dramatic reading, synchronised in intonation with the music. The music is classical. Teacher's voice is usually hushed, but rises and falls with the music.
9. Second Concert: Students put their scripts aside. Students close their eyes and listen as the teacher reads with musical accompaniment. This time the content that is read by the teacher is emphasised by the way the teacher reads the text. Music is secondarily important. At the end of the concert, the class ends for the day.
10. Primary Activation: Primary activation and secondary activation are the components of the active phase of the lesson. Students read the dialogue in the target language aloud as individuals or groups. They read it sadly, angrily, and amorously.
11. Secondary Activation: Students engage in various activities such as singing, dancing, dramatising, and playing games. Linguistic forms are not important. Communication is important. In order to make students focus on communication, activities are varied.

**17. Skills:** Oral communication is emphasised. Speaking and listening are important. Writing and reading are also important. Students write imaginative compositions to improve their writing, and read dialogues or texts to practise reading.

diamonds

**COMMUNITY LANGUAGE LEARNING (CLL)**

**1. Learning Theory:** CLL advocates a holistic approach to language learning. *"True human learning"* is both cognitive and affective. This is termed *"whole person learning"*. A group of ideas concerning the psychological requirements for successful and "*non-defensive” learning* are collected under the acronym (**SARD).**

**S A R D**

**S**ecurity **A**ttention & **A**ggression **R**etention & **R**eflection **D**iscrimination

**Security:** Students should feel secure to enter into a successful learning experience. Classroom atmosphere, students' relations with each other, teacher's attitude to students all affect students' feelings of security.

**Attention:** Attention is the learner's involvement in learning.

**Aggression:** is to show what has been learnt for "self-assertion” like a child who tries to show what he/she has learnt. The child tries to prove the things he/she has learnt.

**Retention:** If the "whole person" is involved in the learning process, what is retained is internalised and becomes a part of the learner's "new persona" in the foreign language. The material should neither be too old nor be too new or conversely too familiar. Retention will best take place somewhere in between novelty and familiarity.

**Reflection:** Students need quiet reflection time in order to learn. The teacher reads the text for three times and the students relax and listen for reflection. Students also listen to their own voice from the tape for reflection.

**Discrimination:** Students should discriminate the similarities and the differences among target language forms by listening to themselves and the teacher carefully. They should also listen to discriminate if what they say is similar or different from what the teacher says.

E.g. Similarity:   
 Present Continuous: *She is studying French*   
 Past Continuous: *Tom was cooking.* (In Both tenses "-ing" is used)

Difference:  
 John visited his uncle (regular verb)  
 John bought a new car (irregular verb)

**2. Language Theory:** Language is for communication. Language is for developing creative thinking. Culture is integrated with language. The focus shifts from grammar and sentence formation to a "s*haring and belonging between persons*". Language is what you learn and share with others. Students should trust the learning process, the teacher and the others.

**3. Culture:** Knowing the target culture is important to be successful in communication. Culture is integrated with language. Social life style, art, literature, customs, habits should be learnt.

**4. Teacher's Role:** T's initial role is that of a counsellor. The teacher tries to remove the threatening factors in the classroom. Even the teacher stands behind the students to reduce because the teacher's superior knowledge and his existence are also threatening factors.

**5. Students' Role:** Initially the learner is dependent on the teacher. As s/he goes on studying the language he becomes more and more independent.

**6. Interactions:** st-st, T-st interactions occur in the classroom. In addition, group work, and pair   
work tasks are carried out by students. Usually the teacher physically removes himself/herself from the circle in order to increase **st-st** interactions.

**7. Vocabulary Teaching:** Literal native language equivalents are given to the target language in order to teach their meanings. This makes meaning clear.

**8. Grammar Teaching:** Large chunks are analysed by means of equivalents in L1. It can be explicit when necessary.

**9. Materials:** A textbook is not considered necessary. Materials may be developed by the teacher as the course develops. Materials depend on students' needs. Conversations are generated by the students depending on what they want to say in the target language.

**10. Syllabus:** CLL does not use a conversational language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered. Syllabus is developed in terms of students' communication needs.

**11. Role of L1:** Students' security is initially enhanced by using their native language. Where possible, literal native language equivalents are given to the target language words that have been transcribed. This makes their meaning clear and allows students to combine the target language words in different ways to create new sentences. Directions in class, students' expressions of feelings are in L1. In later steps, more and more L2 is used.

**12. Evaluation:** A teacher-made classroom test would be an integrative test rather than a discrete-  
 point test. Students are asked to write a paragraph or they can be given an oral interview.

**13. Goals and Objectives:** Students should learn how to use the target language communicatively. Students should learn about their own learning to take an increasing responsibility about it. Non-defensive learning is the result when the teacher and the students treat each other as a whole person.

**14. Error Correction:** The error is treated in a non-threatening way. The teacher repeats the correct form without calling further attention to the error and the owner of the error.

**15. Sts' Feelings:** Students' feelings are considered extremely important. One regular activity is getting feedback from students' about their feelings; how they feeling about learning a foreign language. Negative feelings may block students' learning. Security is basic. Clear instructions, enough time, should be given to the individual for the respond.

**16. Techniques:**

**A) Transcription:** The teacher writes the L1 equivalent of the text in the target language on the board or a poster-sized paper in order to be able to refer later. Students copy them in their notebooks.

**B) Reflection on Experience:** Students tell about their feelings about language learning   
 experience.

**C) Reflective Listening:** Students relax and listen to their own voices speaking the target language on the tape. The teacher may also read the transcript while students are listening.

**D) Human Computer:** The teacher repeats the correct form as many times as the students   
 need. The teacher never corrects the student's error. Only repeats the correct form.

**E) Small Group Tasks:** Students learn from each other. Also small groups can let students   
 know each other well.

**17. Skills:** In the early stages, students design the syllabus. They decide what they want to say in   
 L2. The most important skills are listening comprehension and speaking. Reading and writing   
 are also worked on.

**THE TOTAL PHYSICAL RESPONSE METHOD (TPR)**

1. **Learning Theory:** There are three hypothesis:

**A) Innate Bio-program:** There exists a specific, innate bio-program for language learning,   
 which defines an optimal path for first and second language development. Children develop   
 listening competence before they develop the ability to speak. They make “a blue-print” of   
 the language first. They develop "a cognitive map" of the language during listening process.

**B) Brain Lateralisation:** The brain has two main parts: left hemisphere, and right hemisphere   
 , whichhave different learning functions. If both hemispheres are activated, learning is more   
 effective.

**C) Stress (an affective filter):** Stress intervenes between the act of learning and what is to be   
 learned. The lower the stress is, the greater the learning becomes.

1. **Language Theory:** Language is primarily oral. It is just like the acquisition of native language. Learners first listen (silent period), then oral production starts. Oral communication is crucial. Skilful use of imperatives by the instructor can be helpful for the acquisition of many vocabulary items and grammatical structures. Asher views the verb and particularly the verb in the imperative as the central linguistic motif around which language use and learning are organised.
2. **Culture:** Culture is the lifestyle of people who speak the language natively. Daily habits, social life traditions should be learned.
3. **Teachers' Role:** Initially the teacher is the director of all student behaviour. In the later stages, the teacher is being directed.
4. **Students' Role:** Initially students are the followers of the teacher. Usually after ten to twenty hours, of instruction some students will be ready to speak the language. At this point they start to direct the teacher.
5. **Interactions:** T with whole group, T- respond by students non-verbally; Sts - Sts; St - st
6. **Vocabulary Teaching:** Vocabulary is introduced through imperatives. Verb is the kernel. Other categories like adjective, adverb, and noun can be introduced around verb. Objects, especially the objects in the immediate environment are introduced.
7. **Grammar Teaching:** Imperatives play an important role. Multi-wordchunks, single-word chunks are used with imperatives. The teacher uses his/her creativity to introduce various grammatical patterns with the accompaniment of imperatives.

E.g. For the introduction of “If " clause type 1

"Stand up if you are from Ankara"   
 "Smile if you are wearing a blue T-shirt"

1. **Materials:** Objects around in the classroom, visuals, written texts, tasks for kinaesthetic learning can be used.
2. **Syllabus:** Sentence based syllabus with grammaticaland lexical criteria is used. TPR   
    requires initial attention to meaning rather than to the forms of items.
3. **Role of L1:** The method is introduced in the students' L1. After the introduction, rarely would   
    the mother tongue be used. Meaning is made through body movements.
4. **Evaluation:** Teachers will know immediately whether or not students understand by observing heir students' actions. Formal evaluations can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their Performance in the skits they have created can become the basis for evaluation.
5. **Goals and Objectives:** To make students enjoy learning the target language and communicate with it. Stress should be reduced.
6. **Error Correction:** Errors are inevitable. The teacher should be tolerant of students' errors; only major errors should be corrected. The teacher should be gentle when correcting students' errors. As students get more advanced, teachers can correct more minor errors.
7. **Student's Feelings:** The teacher should not force the students to speak. Silent period must be taken into consideration. When they begin to speak, perfection is not necessary. Stress should be reduced. The teacher should use "zany commands" and humorous skits of actions to make classes more enjoyable.
8. **Techniques:**

**A) Commands:** Use of commands is the major technique. Commands are given to students to   
 perform an action; actions make meaning clear.

**B) Role reversal:** Students command their teacher and classmates to perform actions.   
 Students speak after the silent period. Students should not be forced before they feel ready.

**C) Action sequence:** The teacher may give three connected commands (e.g. "Point to the door,   
 walk to the door, and touch the door")

**17. Skills:** Natural order of skills:

**1.** Listening (Very important during the silent period)

**2.** Speaking (teacher should not force sts to produce the language especially during the silent   
 period sts are expected to produce the target language voluntarily)

**3.** Reading

**4.** Writing

**THE COMMUNICATIVE APPROACH (CA)**

**1. Learning Theory:** Little is known about the learning theory of “The Communicative Approach". Activities that involve real communication promote learning. Language that is meaningful to the learner supports the learning process.

**2. Language Theory:** Language is for communication. The goal of language teaching is to develop "communicative competence". Using the language appropriately in social contexts is important and communicative competence should be acquired.

**What is language according to the Communicative Approach?**

**A)** Language is a system for expression of meaning.

**B)** The primary function of language is for interaction and communication.

**C)** The structure of language reflects its functional and communicative uses.

**D)** The primary units of language are not merely its grammatical and structural features, but   
 categories of functional and communicative meaning as exemplified in discourse.

**3. Culture:** Culture is the everyday life of people. There are some important aspects of language which are important to communication; for instance, the use of non-verbal behaviour. Body language, which may differ from culture to culture.

**4. Teacher's Role:** The teacher is a facilitator of his/her students' learning. He/she is a manager of classroom activities. He/she acts as an advisor and monitors students' performance.

**5. Students' Role:** Students are communicators. They are engaged in negotiating meaning actively. Students are responsible are responsible managers of their own learning.

**6. Interactions:** St-st interactions take place very often. Students benefit from group work, pair work, group discussions, projects...etc.

**7. Vocabulary Teaching:** Meaning is paramount. Meaning should be conveyed through visual aids, real objects, models, and context. Vocabulary should be taught within the context.

**8. Grammar Teaching:** Each linguistic form has a function. One function may be expressed with different forms.

e.g. (Asking for permission "May I go out?" Or “Would you let me go out?” etc.)

In addition, different forms may have one function.

E.g. (The modal "can" has various functions)

"I can lift this chair" = ability

"It can rain today" = strong possibility

"Can I use your telephone?" = asking for permission

Functions are taught explicitly. Grammatical explanations can be given explicitly if it is believed to be useful for the acquisition of the form and function.

**9. Materials:** Authentic materials. Articles from magazines or newspapers, songs, short stories, advertisements...etc., which are used by native speakers in real life are used as class materials. Communicative activities (information gap, opinion gap activities) are used to promote students' communication in classes. Pictures, and other visual aids and realia are very important to support meaning. Task based activities are also used to promote students' involvement in classes.

**10. Syllabus:** Usually (but not always) functional-notional syllabus is used (e.g. frequency, motion, location).

**11. Role of L1:** Students' L1 has no particular role in the Communicative Approach. L2 should be used during not only activities, but also when the teacher is giving explanations, instructions, and homework. Students should see L2 as a tool for communication, not a subject to study.

**12. Evaluation:** The teacher evaluates students' accuracy and fluency. The teacher may give communicative tests, which are integrative tests and which have real communicative function. The teacher may tell students to write a letter to a friend to test their writing skill. Improvisation of a situation orally can also be a means of evaluation of the students' oral performance.

**13. Goals and Objectives:** To make students communicatively competent (i.e., being able to use the target language appropriately in a given context). For this reason, students need knowledge of linguistic forms, meanings, and functions. Students must know that many different forms can be used to perform a function, and one single form can serve a variety of functions. Students should be able to choose the most appropriate form for a specific function.

**14. Error Correction:** Errors of form can be tolerated since they are natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators.

**15. Sts' Feelings:** Students' motivation is important. Students should feel that they are learning something useful for their lives. Students' security is enhanced by many opportunities for co-operative interactions with their fellow students and the teacher. The teacher gives students an opportunity to express ideas and opinions on a regular basis so that students integrate the target language with their own personality. Thus, they feel more secure about using the target language. Games, dramas and other enjoyable activities are used to make classroom atmosphere better, more friendly and relaxing.

**16. Techniques:**

**a) Authentic Materials:** Genuine materials from newspapers, magazines, videos from real English TV channels, menus, time tables, etc is used.

**b) Scrambled Sentences:** for cohesion and coherence.

**c) Language Games:** In order to provide valuable communicative practice of the target language.

**d) Picture Strip Story:** This activity provides opinion gaps. Students discuss which activity should come first.

**e) Role Play:** this technique provides the opportunity to practise the target language in   
 various social contexts. If the role plays is unprepared improvisation it also provides   
 genuine communication (i.e., information gap - natural unpredictability of what each   
 participant will say to each other).

**17. Skills and Language Areas:** Language functions are emphasised over forms. The target language is taught at supra sentential or discourse level, too. Students learn cohesion and coherence. Conversation structure in the target language is also reviewed. The four language skills are learnt from the very beginning. "Skimming, and "Scanning" in reading and listening are improved.

**GTM   
\*classical method / prussian method   
\*literature and the fine arts   
\*exercise mental muscle   
\*translation   
\*deductive,explicit grammar   
\*language equivalents   
\*memorization   
\*written texts   
\*questions about culture   
\*composition   
\*first\_\_\_\_reading-writing and grammar-vocabulary   
\*teacher\_\_\_\_authortiy   
\*student\_\_\_\_passive**   
**DIRECT METHOD   
\*demostration   
\*visual aids,relias   
\*integrative texts   
\*no L1   
\*no translation   
\*inductive,implicit grammar   
\*situations,topics   
\*everyday culture   
\*dictation   
\*map drawing   
\*paragraph writing**

**ALM\_\_\_audio-lingual method   
\*stimulus+response+reinforcement   
\*repitition\_\_\_good habit   
\*error-free   
\*dialogues,drills   
\*teacher-centred   
\*conditioning   
\*context   
\*pattern practice   
\*structural patterns   
\*overlearn   
\*sound system   
\*minimal pairs   
\*teacher\_\_\_orchestra leader   
\*students\_\_\_imitators**

**SILENT WAY   
\*inner cirteria   
\*rely on each other   
\*students' perception   
\*peer correction   
\*progression, not perfection   
\*student attention   
\*self-correction   
\*no homework   
\*linguistic structures   
\*4 skills   
\*L1 var   
\*structured feedback   
\*sound,pronunciation,implicit grammar   
\*learning at different rates   
\*errors are necessary to learning   
\*öğretmen\_\_\_öğrenci öğrenci\_\_\_dil üzerine çalışır   
\*teaching değil learning önemli   
\*learners are active   
\*teacher\_\_\_technican / engineer   
\*charts**   
  
**DESUGGESTOPEDIA   
\*psychological barriers   
\*cheerful environment   
\*peripheral learning   
\*trust / respect   
\*songs   
\*positive suggestions   
\*conscious / subconscious plane   
\*native language translation   
\*dramatization   
\*infentilization   
\*errors are corrected gently   
\*new identity   
\*everyday communication   
\*explicitly but minimal grammar   
\*vocabulary,grammar,speaking   
\*teacher\_\_\_authority**

**COMMUNITY LANGUAGE LEARNING   
\*learning is persons   
\*learning is dynamic and creative   
\*language for communication   
\*building community   
\*accepting atmosphere   
\*nondefensive  \*L1 var  
\*initiative and independence   
\*nondefensive learning\_\_\_-security,-aggression,-attention,-reflection,-retention,-discrimination   
\*choice   
\*nonthreatening   
\*teacher-student centred   
\*grammar,pronunciation,vocabulary   
\*human computer   
\*teacher\_\_\_\_counselor**

**TOTAL PHYSICAL RESPONSE   
\*actions,commands   
\*learner response   
\*chunks   
\*understanding before speaking   
\*low anxiety   
\*demonstrate,modeling,performing   
\*lifestyle of people   
\*novelty   
\*corection in an unobtrusive way   
\*spoeken language   
\*tolerance of errors in the beginning   
\*introduction is in L1   
\*fun   
\*teacher\_\_\_\_director   
\*student\_\_\_\_imitator**   
**COMMUNICATIVE LANGUAGE TEACHING   
\*language at he discourse and suprasentential level   
\*social context   
\*real language use   
\*authentic language   
\*cohesion,coherence   
\*4 skills   
\*scrambled sentences   
\*picture strip   
\*functional syllabus   
\*judicious use of L1  \* Games  
\*teacher\_\_\_\_facilitator   
\*student\_\_\_\_communicator**

**CONTENT-BASED APPROACH   
\*subject matter   
\*scaffolding   
\*contextual clues   
\*authentic material and tasks   
\*adjunct model   
\*academic course   
\*sheltered language   
\*communicative competence   
\*specific content   
\*related language skills   
\*process writing and journal keeping**

**TASK-BASED APPROACH   
\*clear outcome   
\*jigsaw task   
\*authentic and meaningful tasks   
\*procedural task   
\*padegogic task   
\*real-world task**

**PARTICIPATORY APPROACH   
\*ongoing context   
\*experience-centred   
\*collaborative investigations   
\*real communication**   
**LEARNING STRATEGIES   
\*learning experiences   
\*to teach language and learning   
\*hands-on experience   
\*self-assessment   
\*transferring knowledge   
\*continuing to learn**   
**COOPERATIVE LEARNING   
\*positive interdependence   
\*mixed groups   
\*sharing responsibility**

**and accountability   
\*academic and social purposes**

**TESTING,ASSESSING,AND TEACHING**

* What is a test?
* A test is **measuring** a **person’s** ability, knowledge or **performance** in a **given domain**.
* 1. Method is a set of techniques, procedures or items.
* 2 Measure means for offering the test-taker some kind of result.
* If an instrument does not specify a form of reporting measurement, then that technique cannot be defined as a test.

|  |  |
| --- | --- |
| TESTING | ASSESSMENT |
| are prepared administrative procedures that occur at **identifiable** times in a curriculum.  When tested, learners **know** that their performance is being measured and evaluated.  When tested, learners muster all their faculties to offer peak performance.  Tests are a **subset** of assessment. They are only one among many procedures and tasks that teachers can ultimately use to assess students.  Tests are usually t**ime-constrained** (usually spanning a class period or at most several hours) and draw on a **limited sample** of behaviour. | Assessment is an ongoing process that encompasses a much wider domain.  A good teacher never ceases to assess students, whether those assessments are incidental or intended.  Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student’s performance.  Assessment includes testing.  Assessment is more extended and it includes a lot more components. |

1. Students are tested because ;  
   It mesures the students ability to enter a course or instruction  
   How well they are getting on  
   Students themselves want a qualification
2. A1)Different types of testing:  
   **1) Placement tests:**  
   A) placing new students in the right class  
   B) test gram and vocab knowledge  
   C) based on syllabus and materials  
   D) assess students’ productive and receptive skills  
   E) self- analysis into the final placing decision
3. Yeni bir öğrenciyi doğru bir sınıfa yerleştirmek placement test kullanılarak kolaylaşıyor.Bu testler genellikle öğrencinin takip edeceği materyal ve müfredat temellidir ve productive – receptive becerilerini değerlendirirler.Bazı okullar yerleştirme sürecinin bir parçası olarak öğrenciden kendilerini değerlendirmelini isterler ve bunun sonucunu final yerleştirme kararına eklerler
4. **2) Diagnostic tests**:  these can be used to expose learner difficulties, gaps in their knowledge and skill deficiencies. So we know what problems are and what can we do for it.
5. Placement testler öğrencinin İngilizcesinin ne kadar iyi olduğunu göstermek için tasarlanırken Diagnostic testler öğrencinin öğrenme zorluklarını, bilgi boşluklarını ve beceri eksikliklerini açığa çıkarmak için kullanılabilir. Bu yüzden problemin ne olduğunu biliyorsak bunun hakkında bir şeyler yapabiliriz.  
   3)**Progress or achivement tests**: It measures learners’ lang and skill progress in relation to the syllabus they ve been following  
   a) They re often written by ts  
   b) Students see how well they re doing  
   c) The materials shouldnt be the exact mat. They ve seen before but similar  
   d) Completely new material wont measure the learning takes place but measure general lang proficiency  
   e) Achivement tests at the end of the term should be reflect the progress not failure  
   f) It helps to decide on future changes
6. Bu testler öğrencilerin takip ettiği müfredatla alakalı olarak öğrencilerin dil becerilerini ve beceri gelişimini test etmek için oluşturulurlar. Progress testler her bir iki haftada bir öğrencinin ne kadar yapabildiğini görmek için öğretmen tarafından yazılır. Bu yolla formativeassesment programının bir parçasını oluştururlar.
7. **4) Profifiency tests:**   
   A) It gives general pic of sts’ knowledge and ability

B) Stages people have to reach to be admitted to somewhere  
C) It has profound bakwash effect  
Ex: public examinations..

1. Proficiency testler öğrencinin ilerlemesini ölçmekten ziyade öğrencinin bilgi ve yeteneğinin genel bir resmini alır. Genellikle yabancı üniversiteye girmeye çalışan öğrencileri, bir işe girmeye çalışanlar ya da bir sertifika almak isteyenleri ölçer. Genel (public) sınavlarının çoğu proficiency test türüdür. öğrencilerin açıkça başarmak istedikleri ve öğretmenin itibarının kaç öğrencinin başardığına dayalı olan harici testler içinde olduğu için proficiency testler derin bir geri dönüşüm etkisine sahiptir.
2. **Portfolio assesments.:** Unlike proficiency and achivement tests it is assessed by looking 3 or 4 of the best pieces of work over this period.  
   İt provides evidence of ss efforts  
   It makes autonomous  
   Foster ss reflectionmand help em to self monitor their own learning   
   Clear validity  
   Exteremely positive backwash effect  
   On the other hand;  
   Time consuming  
   Ts need training about how to select items, grade it  
   We arent sure about if they get help from others

**Norm-Referenced Tests**  
In this test, each test takers score is interpreted in relation to a mean (average score), median(middle score), standard deviation(extent of variance in scores) and percentile rank.   
The aim is to place test Lakers along a mathematical continuum in rank order. (like TOEFL)   
Unlike a criterion-reference test, a norm-refenced test indicates whether the test-taker did better or worse than other people who took the test.   
  
**Criterion –Referenced Tests**  
Designed to give takers feedback, usually the form of grades, on specific course or lesson objectives.   
Most tests and quizzes written by school teachers are criterion-referenced tests.   
  
  
**Discrete-Point Tests**  
The assumption is this: language can be broken into its component parts and those parts can be testes successfully. (Word completion., Yes/No, True/ False answers., Grammar items….)   
  
**Integrative Tests**  
In this tests, language competence is a unified set of interacting abilities that can not be seperated. ( cloze tests, dictation…)

Assessment is sometimes formal and public and sometimes informal and in lesson.  
Summative assessment: measurement that takes place to round things off or make a one- off measurement. Such tests include the end of year tests that ss take or the big public exams which many ss enter for.  
Formative assessment : feedback ts give ss as a course is progressing and which as a result may help em to improve their performance .

**PRINCIPLES OF LANGUAGE TESTING**

**1.Practicality :** An effective test is *practical.* This means that it;

\* is not excessively expensive,

\* stays within appropriate time constraints,

\* is relatively easy to administer,

### \* has a scoring/evaluation procedure that is specific and time-efficent. How practical the test is to administer and covers the following areas: personnel, space, equipment, money.

**2.Reliability:** A *reliable*  test is consistent and dependable.If you give the same test to the same student or matched students on two different occasions,the test should yield similar results. Should give consistent results  
Making test instuctions clear  
Restricting the scope for variety in the answers  
Make sure that tes conditions remain constant  
The scorers – Scoring of test should beas reliable as possible. Constructed, administered and scored in a way that the results are likely to be the same if administered to the same students with the same ability, but at a different time

\**Student-Related Reliability :* The most common learner-reliability is caused by temporary illness, fatigue, a ‘bad day’, anxiety,and other physical or psychological factors,which may make an ‘observed’ score deviate from one’s ‘’true’’ score. Also included in this category are such factors as a teste-taker’s ‘’test-wiseness’’ or strategies for efficents test taking.

\**Rater Reliability:* Human error,subjectivity,and bias enter into the scoring process.

**--Inter-rater reliability**  occurs when two or more scores yield inconsistent scores of the same test,possibly for lack of attention to scoring criteria,inexperince,inattention,or even preconceived biases.

--**Intra-rater reliability**  is a common occurence for classroom teachers because of unclear scoring criteria,fatigue,bias toward particular ‘good’ and ‘bad’ students,or simple carelessness.

One solution to such intra-rater unreliability is to read through about half of the tests before rendering any final scores or grades,then to recycle back through the whole set of tests to ensure an even-handed judgment.

\**Test Administration Reliability:*  Unreliability may also result from the conditions in which the test is administered.Other sources of unreliability are found in photocopying variations,the amount of light in diffrent parts of the room,variations in temperature,and even the condition of desks and chairs.

\**Test Reliability:* If a test is too long,test-takers may become fatigued by the time they reach the later items an hastily respond incorrectly.Poorly written test items may be a further source of test unreliability.

**3.Validity :** The most complex criterion of an effective test and the most important principle is *validity, ‘’the extent to which inferences made from assessment results are appropriate,meaningful,and usufel in terms of the purpose of the assessment’’.*

1. *\*Content-Related Evidence:*  If a test actually samples the subject matter about which conclusions are to be drawn,and if it requires the test-taker to perform the behavior that is being measured,it can claim content-related evidence of validity
2. Validity in the way its marked

### Construct Validity

1. Measures accurately what it is intended to measure and nothing else.

### Content Validity

1. Its content constitutes a representative sample of the language skills, structures, etc with which it is meant to be concerned.

### Face Validity

1. It looks as if it measures what it is supposed to measure.

### Concurrent Validity

1. It confirms the expectations of teachers or findings of other valid and reliable tests.

### Predictive Validity

1. A tests which can give an accurate assessment of a candidate's future performance.
2. validity

we indicate that sth is wrong and help ss to get it right. Both ss and ts change and develop.

TYPES OF ASSESSMENT

1- **Informal Assessments**  
They can take many forms like incidental, unplanned comments and responses, like feedbacks. Informal assessment is an important part of instruction.   
( nice job, good work….)   
  
2-**Formal Assessments**   
The exercises and procedures specifically designed to touch the skills and the knowledge. They are systematic, planned, gives teacher score of student achievement. ( All tests are formal assessments, but not all formal assessments are testing.)   
  
3-**Formative Assessments**   
It helps teachers to check the current status of their students’ language ability, that is, they can know what the students know and what the students do not know. It also gives chances to students to participate in modifying or replanning the upcoming classes.   
It improves the students language ability and helps the growth process.

4-**Summative Assessments**   
Summative assessment refers to the assessment of the learning and summarizes the development of learners at a particular time.   
\*It aims to measure or summarize what student has learned. ( final exams…)

# **Basic ELT Terms**

**Achievement tests.** Tests which look back over a long(ish) period of language learning to test how much of the syllabus the learners have learnt. Internal end-of–year tests and external school-leaving examinations are both examples of achievement tests. Also known as **attainment** tests.

## Acquisition. The process of picking up a language without formal instruction and without a sustained conscious effort to learn the language. Acquisition usually occurs as a result of highly motivated exposure to the language in use plus the need and opportunity to communicate in the language. Children acquire their first language in this way and are capable of picking up any language anywhere without tuition. Adults are capable of acquiring the ability to communicate in a foreign language in this informal way too, but most seem to need some conscious, formal learning as well in order to achieve accuracy.

**Active Vocabulary.** The content and function words of a language which are learned so thoroughly that they can be used in the performance of any communication act; the vocabulary which can be easily recalled for production. **Passive Vocabulary** refers to words understood when heard or read, but not used in speaking or writing.

**Appropriacy.** Language use is only really correct if the utterances are appropriate to the situations in which they are used. The roles and status of the language users, the roles and relationships of any other participants, the topic and the setting are some of the situational factors that determine appropriacy of language use. Thus ‘That’s rubbish’, could be appropriate as a matter of disagreement in a discussion in a pub between friends about a football match, but would be inappropriate if used by someone being interviewed by the manager of a company he has applied to join.

**Aptitude tests.** Tests which are given before any of the foreign language has been learnt to discover which potential students are likely to be good at learning languages. Therefore aptitude tests have to measure probable learning ability in the future rather than actual learning achievement in the past:

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usually a large-scale test probable future learning ability

**Attainment tests.** Language tests which seek to discover information about the language abilities of the learner(s). Unlike achievement tests they are not restricted to testing what learners have been taught.

**Audio aids.** Aids such as radios, record players, tape recorders and language laboratories which help the learners by exposing them to the spoken language.

**Audio-lingual approach.** An approach to language teaching based on listening and then speaking. It relies heavily on oral imitation, memorization and drills designed to produce correct language habits.

**Audio-visual aids.** Aids such as televisions, films and video equipment which allow the learners to see a situation as well as listen to the language used in it.

**Aural comprehension.** Activities which involve the learners listening to and responding to spoken language.

**Authentic materials.** Materials such as newspaper articles, brochures, train tickets, letters, advertisements, recordings of the news, airport announcements, etc. which were originally used in real situations and were not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use.

**Backwash effect.** The effect that the nature of the final examination has on the teaching and learning during a course. An examination which focuses on tests of grammatical knowledge is likely to lead to the teaching and learning of grammatical knowledge in courses preparing candidates for the examination, whereas a communicative examination is likely to encourage communicative approaches and activities in the classroom.

**Battery tests.** Tests made up of large numbers of (usually) discrete-point items, on a series of tests testing different aspects of language performance. The purpose of such tests is to take a wide sample of language so as to assess the learner’s overall language abilities.

### Behaviourist theories. Theories based on the assumption that language is a process of habit formation relying on correct imitation and frequent repetition.

**Bilingual.** A person able to speak a second language as well as if it was his or her first language.

**Choral repetition.** The imitation of spoken material by an entire class or by a group speaking together.

**C-test.** A form of **cloze** test in which the first half of every second word is deleted from the text.

**Cloze test.** A test of language proficiency in which the learner has to fill in blanks in a continuous passage. There are many variations on the cloze test but the basic type involves the setter selecting a passage and then deleting every nth word. Most ELT cloze tests require learners to complete a passage from which every seventh or eighth word has been deleted but an advanced level test might be based on a deletion rate of five or six.

**Cognate.** A word in one language which looks similar to and has a meaning equivalent to a word in another language; e.g. (Spanish/English) *nacional/national.* Beware of false cognates, that is, words which look the same but have different meanings; e.g. (Italian) *attualmente =* at the present time; (English) *actually* = really.

#### Cognitive approaches. Approaches to language teaching which involve the learners thinking about the language and working out rules from examples or instances.

**Coherence.** The linking together of consecutive utterances in accordance with the function of the utterances. Thus an invitation followed by an acceptance or a generalisation followed by an example would be coherent whereas a factual enquiry followed by an anecdote would not be coherent.

##### Cohesion. The logical linking of consecutive or related utterances.

Example: *‘My father is always tired in the evenings. He goes to work at six in the morning and doesn’t get home till seven.’*

##### Collocation. Words which are frequently used together are said to be collocates. Thus ‘pillow’, ‘bed’, ‘sleep’, and ‘sheet’ are collocates but ‘cushion’ and ‘bed’ are not; ‘pick’ and ‘flowers’ are collocates but ‘pick’ and ‘grass’ are not.

**Communication gap.** The disparity in knowledge and experience that exists between people involved in communication with each other. The wife who asks her husband , ‘Who won?’, the doctor who asks his patient, ‘How do you feel today?’ etc. are doing so because of a ‘communication gap’. Much of the interaction between the teacher and the learners in the classroom is extremely artificial because there is no ‘communication gap’ between the participants. In order to give a group of learners opportunities to use language in a meaningful way, it is important to make sure that there are communication gaps in the situations in which the learners are asked to perform. (some books use the term ‘information gap’ instead of ‘communication gap’).

**Communicative activities.** Activities designed to get learners to use the language for communication rather than for language practice. The main aims of these activities are to help the learners to gain confidence, to become more fluent and to acquire language through exposure and use. They are not designed to provide practice and correction of specific language items.

**Communicative approaches.** Approaches to teaching EFL which stress the importance of learning through using the language and which give the learners frequent opportunities to interact with each other and with the teacher in ‘natural’ situations.

##### Communicative competence. A measure of the learner’s ability to achieve successful communication in the language he is learning.

##### Community language learning. A method of language learning which relies upon the learners to provide their own syllabus. The learners form a circle with their chairs and start a conversation. The teacher (referred to as ‘knower’ or ‘resource person’) stays outside the circle and waits for a learner to ask for help. When this happens he whispers an English translation or a corrected English version for the learner to then use in the conversation. The group conversation is recorded and transcribed and is later analysed by the learners and the teacher. This analysis then provides the basis for the teaching of particular language points.

##### Competence. A confusing term because it is used with different meanings by different writers. It was used to refer to an idealised grammar which was supposed to underlie the ideal user’s language performance but is nowadays mainly used to refer to knowledge about a language as opposed to the ability to use the language in real situations.

**Concurrent validity.** This asks whether a test produces results which are close to those produced by an established test. If it does, it is said to have good concurrent validity. Concurrent validity is assessed by correlating results from the experimental and the established tests, or by correlating the results of the test with rankings by teachers.

##### Connotation. The associations which a word or group of words has for a particular language user or community of language users. Thus ‘rebel’ and ‘freedom fighter’ could be used by two different speakers to refer to the same person. The two phrases have the same referent but different connotations. In the same way ‘conservative’ might have the same referent but different connotations for different people.

**Construct validity.** This asks whether a test is theoretically sound, i.e. is it constructed according to sound theories of language learning and testing? Obviously a test devised 20 years ago is unlikely to have good construct validity today. Construct validity is a matter of personal opinion and is not measured.

**Content validity.** One of the criteria for judging whether a test is good or not. It refers to the extent to which a test actually tests relevant language content. Relevance may be determined in two ways: backwards-looking relevance (i.e. the test reflects the language taught on the syllabus) and forwards-looking relevance (i.e. the test reflects the language needed in the post-language learning situation). Content validity is a matter of personal judgement rather than measurement.

**Continuous assessment.** This is an alternative form of assessment which involves students building up a portfolio of their work which reflects their achievements over a long period of time. It is also known as portfolio assessment.

**Contrastive analysis.** Comparing two different languages to discover in what ways they are the same, similar and different in order to predict likely learner errors or explain discovered errors.

**Controlled exercise.** A practice exercise in which the learners are told exactly what to do and how to do it. It is hoped that nearly all the learners will get nearly all the exercise right and will therefore develop correct habits and gain useful knowledge about the language.

##### Cotext. The language which is used before and after a particular utterance being referred to. This is often known as the linguistic environment or the linguistic context of the utterance. In the example below, the context of the utterance, ‘If only I’d known.’ is in italics :

A. W*hy the hell did you tell the Director?*

B. If only I’d known. *Nobody told me who he was. I’d have kept quiet if I’d known.*

##### Creation. The ability of a language learner to produce utterances which he has never heard or read and therefore cannot possibly have remembered and reproduced. The learner creates by making use of subconscious generalisations based upon his exposure to the language in use.

**Criterion-referenced testing.** Tests in which students are assessed according to a criterion rather than by comparing them with other students. High jumping is criterion referenced – can athletes jump 1m 50, 1m 60, 1m 70, and so on? If they can, they have met the criterion; if they can’t, they haven’t. In language testing, the criteria would be, for example, can students produce correct past tense forms? business letters? acceptable consonant sounds?

##### Cue cards. (1) Cards shown to learners to guide their responses in a drill; (2) Cards given to participants in a role-play or simulation to tell them who they are and what they are going to do.

**Deductive.** Referring to the process of consciously working out the rules of the language from an analysis of samples of the language.

**Denotation.** The actual thing referred to by a word or group of words as opposed to ideas or feelings associated with the word. Thus the denotive meaning of *bow-tie* includes only the normal shape, size, materials, etc. of the actual item but does not include its association with formal dress and formal occasions.

##### Diagnostic test. A test designed to discover what a learner or group of learners can do and cannot do in the language. Such a test would be used at the beginning of a test to provide information on which schemes of work could be based or during a course to provide information relating to a particular area of language scheduled to be taught to the learners.

**Dialect.** A variety of the national language used by members of a speech community living in a given geographical area.

**Dictation.** A testing technique in which the tester/teacher reads a text in short sections. The students must then write down the spoken text as accurately as possible. Dictation was unfashionable for a long time but it has become more popular recently as a test of **integrative** language abilities.

##### Direct method. An approach to language learning based on induction rather than on deduction and thus on learning the grammar of the language through practice of it rather than through being taught about it.

**Direct testing.** Testing which consists of items assessing real-world language performance. So, for example, asking learners to write a business letter is a direct test of this real-world language task, whereas asking them to answer a series of multiple-choice grammar or vocabulary questions is not a direct language test because it is not a real-world language task.

**Dirty testing.** Testing which makes only a rough estimate of students’ language proficiency, often by testing only one aspect of their language skills. Placement tests are often ‘dirty’.

**Discourse.** Language used in a real situation for real purposes.(language as social behaviour). Such a use of language invariably involves interaction (e.g. between participants in a conversation between reader and writer in a newspaper article; between lecturer and listeners) and the combining and relating of utterances.

**Discourse analysis.** The study of how a language actually works in real situations. This involves not only studying the phonology, grammar and vocabulary of the language but also the ways in which people interact (.e.g. starting a conversation, interrupting, changing the topic, etc) and the ways in which they use language to achieve situational purposes (e.g. persuading, refusing without giving offence, clarifying information given, etc.)

**Discrete-point.** ‘Discrete’ means separate, single, distinct. A discrete-point test, therefore, is made up of a large number of separate items unrelated to each other, each testing a different part of the language. **Battery** tests are often discrete-point test.

**Discrete point tests.** Tests which aim to provide very specific information about learners’ abilities in particular skills or in particular language areas (e.g. knowledge of irregular past forms). This type of test focuses on one item at a time an therefore tests knowledge of rather than ability to use it in real situations.

**Discrimination.** The ability of a test to separate strong students from weaker students. Most **norm-referenced** tests, especially achievement tests, should discriminate well, whereas diagnostic tests need not have this quality.

**Distractor.** An incorrect item given purposely by the examiner in a test.

**Drills.** Language practice exercises designed to give the learners many opportunities to use the correct forms and thus to establish correct habits. They are designed to demonstrate the regularity of the rule they exemplify and to fix it through repetition in the learners’ mind.

**Dual-choice.** A test item which offers students two choices, e.g. true/false, same/different. Guessing is a problem with dual-choice questions and so most public tests prefer multiple-choice (four or more choices), but classroom tests may make use of dual-choice items.

**EAP** (English for Academic Purposes). EAP Courses are designed for students taking or about to take academic courses using English as the medium of instruction. They are usually specially designed to help the participants to understand and use those aspects of English which they will need during their academic courses.

**EFL** (English as a Foreign Language). English learned by people from a community where English is not normally used. Thus an Italian, a Russian, a German, or an Argentinian learning English learn it as a foreign language.

##### EOP (English for Occupational Purposes). EOP courses are designed for people who need to learn English in order to help them carry out their job. Usually these courses are planned to cater for the specific needs of the participants and thus an EOP for pilots would be very different from one for hotel managers or customs officials.

**Ergonics.** The science which teaches us 1. to classify the units of a given language according to their function in the sentence; 2. to build up original (i.e. unknown) units from the smaller known units of which they are composed. Ergonics comprises the whole range of analysis and synthesis from the sentence at one extreme down to the insecables at the other extreme, whereas Syntax is only concerned with the reduction of a sentence into Subject, Predicate, and Object, and vice versa.

**Error analysis.** Examination of samples of learners’ use of English to find out what errors they make and to try to discover evidence indicating the specific nature and causes of the errors.

##### Errors. Systematic deviations from the norms of the language being learned. They are usually caused by false generalisations about the language by the learner and are an inevitable and essential part of language learning. Many such errors are developmental and disappear as the learner gains more exposure to the language in use.

##### ESL (English as a Second Language). English learned by people from communities where English is not the native language but where it is commonly used for various social purposes such as education, commerce, government and religion. Thus a Nigerian, an Indian, a Jamaican or a Kenyan learning English would be learning it as a second language.

##### ESP (English for Special/Specific Purposes). ESP courses are designed for people who are learning English so that they will be able to use it in particular situations such as on a holiday, in their job, in their training or on academic courses.

##### Extensive reading/listening. Reading or listening to fairly lengthy texts (a novel, a radio program, without necessarily achieving a hundred percent concentration or comprehension. The main aims are to increase the learners’ exposure to language in use, to develop language skills and to stimulate motivation through a sense of enjoyment and achievement.

**Face validity.** This asks whether a test seems like a good and relevant test of language. Face validity is established either by relating the test to the syllabus (does it test language which has been taught? – this may be called **content validity**) or to the real-world. Students who complain that your testing (or your teaching) is irrelevant to their needs are complaining about its face validity. Face validity is a matter of opinion rather than measurement. It is the most important aspect of validity on courses which aim to be communicative or authentic.

**Feedback.** The final step of a task during which both the teacher and the students see how well the activity went as an activity (content feedback) and how well they performed form the viewpoint of the language they used (form feedback)

**Finely tuned input.** Finely tuned input is language which is very precisely selected to be at exactly the students’ level. For our purposes finely tuned input will mean that language which we select for conscious learning and teaching. Such language is often used in the presentationof new language, where repetition, teacher correction, discussion and/or discovery techniques are frequently used.

**First** **language.** A person’s first language is the one (s)he learned first as a child and which (s)he has continued to use. It is often referred to as L1.

**Fluency.** The ability to use a language spontaneously and confidently and without undue pauses and hesitations.

**Formulaic** **expressions.** Expressions which are learned as whole utterances (for example, ‘How do you do?’) or as patterns which the learner can use by inserting a relevant word in a vacant slot (for example, ‘What does …….. mean?’)

##### Fossilisation. Fossilisation occurs when a learner’s use of the target language ceases to develop and therefore his errors become permanent. This usually happens when the learner has attained his or her inner goal (e. g. easy communication in everyday face to face situations) and there is no longer any real motivation for further development.

**Fragmentary comprehension.** Comprehension of the details of a text rather than its overall message. Some texts (e.g. telephone directories, dictionaries) are fragmented and so we only want fragmentary comprehension when we refer to them. Other texts (e.g. newspaper stories, novels) demand **global** comprehension. Fragmentary comprehension can be assessed through **discrete-point** items; global comprehension requires global or **integrative** items.

**Free-response item.** A test which elicits an uncontrolled sample of language, i.e. the learner can say/write whatever s/he wishes within the constraints of the test question. All such items are subjective in their scoring.

###### Function. An analysis of the functions of an utterance would be concerned with its meaning and with the purpose it is being used to achieve. For example:

‘Don’t worry, I go there on Thursday afternoon.’

In this example the simple present tense (go) is used with the function of definite future arrangement and the main **function** of the utterance is probably to reassure somebody that a visit they are suggesting has already been included in an itinerary.

**Functional approach.** An approach to language teaching which stresses the purpose for which expressions are used. Thus, instead of teaching the structures of English (e.g. the tenses, types of clauses, the passive, etc.) a course based on a functional approach would teach how to express agreement, how to decline an invitation, how to give directions, how to ask for information, etc.

**Functional syllabus.** A syllabus listing which functions and which of their exponents are to be taught.

**Function Words.** Words which have no meaning by themselves but which are used in utterances to signal grammatical relationships (e.g. auxiliaries and prepositions). With content words, they constitute the vocabulary or lexicon of a language.

**Generalisations.** Assumptions about patterns of the language made by the learner as a result of his exposure to it. For example, many elementary learners make the false generalisation that the past simple is always formed by adding –ed to the verb and thus make such errors as \*buyed.

These generalisations are made unconsciously as a result of the brain processing a number of similar utterances.

Making such generalisations is an important part of language learning and is the basis of first language acquisition. The learner revises his generalisations as he receives more ‘information’ from the language he is exposed to and from reactions to the language he uses himself.

**Genuine context.** A continuous ‘passage’ of written or spoken language originally used to achieve real communication but subsequently used in the classroom as a source of exposure to language in use for the learners. Many books use the term *authentic material* with this same meaning.

**Global comprehension.** The opposite of **fragmentary comprehension**.

**Global items.** Another term for an integrative item; the opposite of a **discrete-point item**.

**Global** **tests.** Tests designed to assess learners’ overall language ability rather than to assess particular skills.

**Grammar - translation method.** A method in which the learner is taught the grammar of the target language and is asked to use the rules he has learned to help him translate from the target language into the native language and vice-versa.

**Guided exercises.** Practice exercises in which the learners are told what to do and then are given advice on how to do it. The learners have to make some decisions of their own and to create some of their own expressions. For example:

Write a paragraph saying which town you have visited since coming to Britain. Remember to use the present perfect when you do not refer to a particular time. e.g. I *have been* to Stratford twice. I *went* there during my first weekend in England and I *went* there again last weekend.

**Holistic comprehension.** The opposite of **fragmentary comprehension**.

**Holistic scale.** A holistic scale is a type of rating scale where examiners are asked not to pay too much attention to any one aspect of a candidate’s performance, but rather to judge its overall effectiveness. They are asked, for example, to judge general writing ability rather than to make separate judgements about a candidate’s organisation, grammar, spelling, etc.

**Humanistic approaches.** Approaches to language teaching which stress the importance of treating the learners as individual human beings and require the teacher to be a sympathetic counsellor/guide/friend rather than an authority and instructor.

**Idiom.** An expression whose total meaning cannot be derived from the meaning of each individual word within it; e.g., *I can’t do without you.*

**Illocutionary act.** The purpose(s) for which an utterance is made. Thus in the following example John is performing the illocutionary act of inviting and Mary is performing the illocutionary acts of politely declining and justifying.

John: ‘Would you like to go to the cinema with me tonight?’

Mary: ‘I’m sorry, I can’t. I’ve got a lot of work to do tonight.’

**Impression scale.** This is a type of holistic scale which allows examiners to make fairly quick judgements of a candidate’s performance.

**Indirect testing.** The opposite of direct testing. Indirect tests sample a learner’s language competence or language knowledge (i.e. mastery of the grammar or other formal parts of the system) rather than its application in the performance of real world language tasks. Most ‘language’ tests, as opposed to communicative or skills tests, are indirect. Indirect tests lend themselves to **objective** scoring and **discrete-point** items.

**Information** **transfer.** An **integrative testing** technique which requires learners to transfer information from a verbal to a non verbal/visual form. The transfer can work in both directions. Information transfer items are used particularly in the testing of reading and listening comprehension (e.g. labelling a diagram with information from the text) and for written and spoken composition (e.g. describing a picture or diagram).

**Input.** The language gained from exposure which is available to the brain for language processing.

**Integrated testing.** Tests which include two or more of the four traditional skills – reading, writing, listening, speaking.

**Integrative** **testing.** Test items which seek to draw on a wide range of language skills rather than those which test isolated parts of the language (= **discrete point** items). In the past, integrative test items were all **subjective**(e.g. writing a composition, speaking during an interview). More recently **objective** techniques of integrative testing have been developed (e.g. dictation and cloze). N.B. some people prefer to use the term global testing to avoid any confusion between the totally unrelated terms **integrative** testing and **integrative motivation** = motivation to learn a language because you identify or are sympathetic with the target language and its people and culture.

**Intensive reading/listening.** Reading or listening to a short text with as much concentration and understanding as possible.

**Interaction.** Communication between people involving the use of language (e.g. between two people having a conversation, between writer and readers, between speaker and listener etc.)

**Interference.** The negative influence of one language whilst learning another language. Approximately ten to fifteen percent of L2 errors are caused by such interference – usually as a result of the learner either assuming that similar L1 and L2 patterns are identical or of using familiar (i.e. L1) generalisations when (s)he has not yet formed a relevant L2 generalisation. Most L1 interference errors are either pronunciation or vocabulary errors; very few errors of grammar or syntax are attributable to L1 interference.

**Interlanguage.** The language spoken by a learner of a second language or foreign language. It is called an Interlanguage because it is felt to be in between the learner’s first language and the language he is learning. As the learner progresses his Interlanguage moves further away from the first language and closer to the language that is being learned. However, the learner still retains features which are peculiar to the interlanguage and which have no apparent connection with the first language or the language he is learning.

**Interrogative.** The interrogative is used to ask questions seeking information and for such other functions as replying to criticism. (Have I ever let you down?) expressing annoyance (Haven’t you finished yet?) and expressing regret (Why didn’t I listen to him?). The form of the interrogative is usually Auxiliary verb + Subject + Verb?

e.g. Has he gone?

Did Mary finish?

Are they coming?

Why did you do it?

**Intonation.** The rise and fall of the voice used to indicate the function(s) of an utterance. Thus, ‘A drink’, said with the voice falling at the end could be the answer to a question whereas if it was said with the voice rising at the end it could be an invitation.

**Item.** An individual question in a test. Some people restrict the term to questions in a **battery** test of **discrete point** items.

**Key concepts.** Key concepts are the pieces of information about the context that are vital if students are to understand the context and thus the meaning and use of the new language. (e.g. If we are introducing a dialogue in which a visitor to a town is asking for directions from a local resident it will be necessary for the students to understand that: 1. the speaker is a stranger; 2. he or she doesn’t know where something is; 3. he or she is talking to someone who lives in the town.)

**L1.** The learner’s first language, e.g. English for an Englishman.

**L2.** A language being learned which is not the learner’s first language, i.e. a second or foreign language, e.g. English for a Frenchman.

**Language laboratory.** A room where learners can listen to and respond to spoken language on tape. Each learner has his or her own tape recorder and earphones and works at his or her own speed.

**Language shock.** The fear of making errors when using a foreign language. Some learners are so afraid of being humiliated that they are reluctant to use the language at all. Such learners need confidence rather than correction. Role-play, simulation and other communication activities can help by focusing their attention of content and communication rather than expression.

**Learner-centred approaches.** Approaches to language teaching based on the needs and interests of the learners rather than on a fixed syllabus or course book and the dictates of a teacher. Such approaches would ideally involve the learners in decisions about what and how they learn and would require the teacher to be an organiser and guide rather than an instructor.

**Learning.** Theprocess of gaining knowledge about a language as a result of formal instruction by a teacher, conscious effort by the learner and the practice of selected and specific language items and structures.

**Linear syllabus.** A syllabus which is organised and ordered on the principle of adding teaching points to each other one at a time. Most such syllabuses are also progressive syllabuses i.e. learning the first teaching point helps in learning the second teaching point which helps in learning the third, etc. (For example 1. Personal pronouns; 2. Present tense of the verb *to be*; 3. Present continuous tense.)

**Lingua franca.** A language which is used in an area to facilitate communication between speakers of different languages. For example, in Vanuatu in the south-west Pacific the 100 000 indigenous inhabitants speak 112 different mother tongues and have to use Bislama (a pidgin combining Melanesian structure with English syntax) as a lingua franca to achieve communication with people from different areas of the country.

**Macro testing.** Tests which seek to test the application of a wide range of language in combination rather than isolated elements of it (=micro testing). For example, a **micro test** of a vocabulary would test isolated or individual words; a macro test would test the ability to apply a range vocabulary to a topic or situation, selecting words appropriate in meaning, style, formality and level. Macro tests will be integrative in construction.

**Meaningful drills.** Practice exercises designed to help the learner repeat a particular pattern or item many times but which nevertheless require the learner to make choices relating to the meaning of the sentence he produces.

**Meaningless drills.** Practice exercises which require no choice and therefore are almost impossible for the learner to get wrong. In many cases the learner produces correct sentences without having any idea what they mean.

**Mentor.** The secondary or high school teacher to whom students are assigned in order to be guided and assessed during their observation and teaching practice.

**Micro testing.** The opposite of **macro testing.**

**Mistakes.** Deviations from the norms of a language caused by such non-linguistic factors as carelessness, tiredness, boredom, excitement, tension, etc.

**Modified cloze.** A form of **cloze testing.**

**Monitoring.** The process of assessing the accuracy, appropriateness and effectiveness of your own utterances. In learning a second language it is very important to achieve the right amount of monitoring. Those learners who under-monitor usually achieve communication without correctness and those who over-monitor produce very correct utterances but are too worried about making errors to be fluent.

**Multiple choice.** A test item which offers the learner several choices or **options** from which to choose the best answer (=the  **key**), while rejecting the incorrect ones (**distractors**). For example:

**stem** What do we call test items which have only one right answer?

a) objective **key**

b)objectionable **distractor**

c) subjective **distractor**

**Native speaker.** A person who speaks a language as his first language (i.e. as the language he first learned as a child).

**Norm-referenced testing.** The opposite of **criterion-referenced testing**. Tests which compare students with each other. Norm referenced tests **rank** the students (i.e. put them in order from top to bottom) and often award a pass or fail by either allocating a pass mark or comparing each students’ performance with the average or **mean.**

**Notional approach.** An approach to language teaching which concentrates on teaching the learners how to express different aspects of the main concepts represented by the language (e.g. ways of referring to the future, to quantity, to time, to duration, to space, to quality, etc.)

**Notional syllabus.** A language teaching syllabus which concentrates on teaching points which are ways of expressing different aspects of the main concepts communicated by the language.

e.g. *Quantity*

some a few

any a little

all half

both a lot

etc. etc.

**Objective test.** A test which has a limited, predictable and definite number of possible answers and therefore only requires the marker(s) to follow a marking key.

**Objectives.** Statements of what the learners should be able to do in the language by a certain point.

For example:

By the end of the course the learners should be able to note down the main points of a first year university lecture on Economics.

By the end of Week Four the learners should be able to order a meal in a restaurant and get what they want without causing problems for the waiter or themselves.

Ideally objectives should be measurable and stated in terms of target-language behaviour.

**Ostensive definition.** A way of demonstrating the meaning of a word or group of words by getting the learners to experience the meaning through their senses. For example:

feeling material which is *rough*,

hearing a *scream*,

smelling something which is *fragrant*,

tasting something *sour*,

seeing a picture of a *helicopter*.

**Output.** The learner’s output is the language he uses himself.

**Overgeneralisation.** A generalisation made by the learner which fails to take account of exceptions and which therefore covers too large an area of the language. For example:

(a) the overgeneralisation that the verb in the present simple tense is always the same as the infinitive without *to* (..X ‘He live in London’ X)

(b) the overgeneralisation that the present continuous tense is always used when you want to refer to ‘now’ (..X ‘I am seeing a mountain’ X)

**Paradigmatic.** This refers to the vertical choices speakers of a language have in every utterance they make. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 |  | 3 |
| She  Mary  My sister | hates  dislikes  loathes | being | interrogated.  questioned.  asked. |

The speaker selects the most appropriate item to fill the slots 1, 2 and 3.

**Peer Teaching.** Two or more students helping each other to learn by practising and engaging in communication activities with each other. (e.g. a group of students pretend to be the pupils in a class and one of their colleagues ‘teaches’ them.)

**Pidgin.** A language evolved as a result of contact between two different languages (or language families) usually to facilitate trade (e.g. Pidgin English in Papua New Guinea), the spreading of religion or ideas (e.g. Pidgin English in Nigeria and Vanuatu) or the carrying out of a particular project (e.g. Pidgin American in Vietnam).

Usually the new language bases its structure on the ‘host’ language(s) and its vocabulary on the ‘visiting’ language, but then very often develops features peculiar to itself.

**Placement tests.** Tests designed to arrange students into groups, usually by establishing their relative language levels so that students of roughly the same level can study together (**=streaming**). Placement tests usually have to be carried out in a hurry and so they tend to be **objective** and **‘dirty’.** A **selection test** is a special kind of placement test.

**Practicality.** One of the criteria by which e test is assessed. Practicality is the extent to which a test is quick and convenient to administer and score. Tests with high practicality usually test large number of students at the same time, in a short time, with little equipment, are easy and economical to supervise, and are quick and simple to score. They tend, therefore to be **discrete-point** and **objective**, and to test receptive language skills rather than productive ones.

**Practice.** Exercises, activities, drills, etc. designed to give the learners opportunities to produce correct sentences which include particular language items or structures they have recently been taught.

**Predictive validity.** The extent to which a test predicts future language performance accurately. Predictive validity can be measured by correlating the results of two tests over a period of time: the first will be an **aptitude** or **placement** test looking forward to the next phase of the language course, and the second will be an **achievement** or **proficiency** test at the end of the course.

**Presentation.** The stage of a lesson when the teacher actively teaches particular language points through demonstration, exemplification, explanation, description, definition, etc.

**Production** (1) The use of language. (2) The section of a lesson or unit requiring the learners to use particular language skills or items. Usually production comes after presentation and practice of the teaching point but in some ‘modern’ approaches production comes first and then the teacher decides what to present and practise.

**Proficiency.** A student’s present level of language ability, particularly his/her ability to apply that language to the real world.

**Proficiency tests.** A forward-looking test which assesses whether a student has the necessary language skills to undertake a task in the future, e.g. studying at an English-medium university or working as a bilingual secretary. Proficiency tests therefore have an ESP flavour and test real-world language. They tend to be **integrative**.

**Profile.** A statement of a student’s test results which shows not a single mark or a pass/fail assessment, but a series of assessments in various areas of language performance, typically reading, writing, listening and speaking. Many profiles are based on **scales** or **yardsticks**, e.g. P.D. Lomas

|  |  |  |  |
| --- | --- | --- | --- |
| reading | Writing | listening | Speaking |
| 3 | 2 | 4 | 3 |

**Progress tests.** Small-scale tests which look back over recent language learning/teaching to assess how effective this has been. Progress tests may be used for the continuous assessment of students but their main aim is to provide information so that the teacher can decide whether the class can progress to the next area on the syllabus or the next chapter of the textbook.

**Prompt.** To whisper a word or expression to the learner in order to help him produce an utterance.

**Rating scale.** A rating scale is most commonly used to mark tests of writing and speaking. This type of scale consists of numbers, letters or other labels (e.g. ‘Excellent’ or ‘Very good’), which may be accompanied by descriptors, statements of the kind of behaviour that each point on the scale refers to.

**Realia.** Objects from real life used in the language classroom as aids (e.g. a real menu, a table cloth, knives and forks, etc. for a practice activity based on ordering food in a restaurant).

**Receptive skills.** Listening and reading (i.e. those skills requiring the ability to receive communication but not to produce it). These skills used to be referred to as *passive* skills.

**Recycling.** The frequent repeating of a teaching point (usually focusing on different aspects each time). For example:

Teaching point = Disagreement

Week 1 – (1) *I don’t agree* (2) *I don’t think I agree with you*

Week 3 – (1) + (2) + (3) *Are you sure*?

Week 5 – (1) + (2) + (3) + (4) *I have doubts about that.*

**Redundancy.** Approximately 50 per cent of all items in a spoken English utterance are redundant (i.e. they are not absolutely vital in order to achieve communication). Such redundancy is very important as it helps to ensure that communication takes place even if the participants do not hear and understand everything that is said. For example, the words in italics in this sentence are not at all essential: He then *asked* the *question*, ‘Where *did you* put it?’

**Register.** The variation in language (in pronunciation, grammar, or vocabulary) as used by persons in different jobs or professions, in different situations (formal or informal), and in different modes (speaking or wriiting).

**Reliability.** One of the criteria by which tests are assessed. Reliability refers to the consistency with which a test can be scored – consistency from person to person, time to time, or place to place. **Objective** tests have higher reliability than subjective tests.

**Remedial card.** A card designed to help learners to remedy a particular error. Side one of the cardcontains teaching material and side two practice and testing material. The learner reads the examples, corrections, explanations, etc. on side one and then turns over the card and does the exercises on side two.

Remedial cards enable the teacher to provide each learner with remedial work relevant to his or her discovered problems.

**Role-play activities.** Activities in which the learners play parts (e.g. waiter, customer, policeman, wife, etc.) and practise language appropriate to the situations they are placed in (e.g. a customer ordering a meal in a restaurant). In this way the learners often lose some of their inhibitions and are usually less frightened of making mistakes.

**Roughly tuned input.** Roughly tuned input is language which students can more or less understand even though it is above their own productive level.

**Rubric.** The instructions for a test and the individual items of that test. Rubrics may be given in English or the mother tongue and are frequently accompanied by an example showing how the item should be answered.

**Rules.** (1) Statements about normal language behaviour given to learners by grammar books and teachers in the hope that they will help them to produce correct English. (2) Statements about the norms of a language. For example: ’*Some* is generally used in affirmative sentences; *any* is used in interrogative and negative sentences.’ Such rules are convenient for describing the language but are rarely absolutely true.

**Scale.** Another term for a **yardstick.**

**Selection test.** A special form of **placement test** in which learners are selected for a particular job or course of study. Success will depend on the number of places or jobs available rather than a student’s marks or language performance. **Proficiency tests** are often used as selection tests.

**Self-assessment.** Tests in which students are asked to assess their own language level (**placement tests**) or language difficulties (**diagnostic tests**). Self-assessment usually involves some form of questionnaire or asking students to plot their level on a **yardstick**.

**Self rating scale.** This is a scale which contains descriptors usually beginning ‘I can…’ which indicates differing levels of performance. An example descriptor at a mid point on a scale might be ‘I can listen to a radio announcement and understand the gist.’ In a self-rating scale it is the student her/himself who decides which scale point suits them best.

**Silent way.** A method of language teaching in which the teacher remains as silent as possible and elicits responses from the learners by using charts, rods (coloured blocks of wood) and gestures.

**Situational composition.** An exercise which provides the learners with information about why they are writing and who they are they writing to and then requires them to produce a piece of writing designed to achieve the situational purposes specified (e.g. writing a letter to a particular personality asking him to attend a particular function at the school).

**Situational syllabus.** An EFL syllabus based on lists of situations the learners are likely to have to use English in (e.g. the Restaurant, the Station, Hotels, the Bank, the Hospital, etc.).

**Situational teaching.** Approaches to teaching EFL which use the creation of ‘real’ situations in the classroom (e.g. a doctor examining a patient) in order to exemplify particular aspects of language use and to provide meaningful opportunities for the practice and use of language items.

**Speech act.** Doing something through language (e.g. getting something repaired, getting help, arranging a meeting).

**Streaming.** Dividing students into groups or streams, usually with each group at approximately the same language level. The opposite of mixed-ability teaching. **Placement tests** are often used for purposes of streaming.

**Structural approach.** An approach to EFL teaching based on the presentation practice of the basic structures of the language. In other words, the learners are taught the grammar of the language.

**Structural syllabus.** A syllabus based on a list of structure to be taught (e.g. the Present Perfect Tense, Reported Speech, Question Tags).

**Style.** (1) The particular way an author expresses himself. (2) The type of expression appropriate to particular purposes and situations.

**Subjective test.** A test which requires the markers to evaluate and not just to follow a mark sheet (e.g. a test involving essay answers).

**Substitution table.** A means of providing practice of correct structures. The learner selects from columns and then combines the elements he has chosen in order to make a sentence.

Example (1)

|  |  |  |
| --- | --- | --- |
| Mary  She  He  Bill | Likes  Loves  Hates  Dislikes | eating ice-cream.  drinking beer.  reading books.  doing homework. |

e.g. *She hates drinking beer.*

Example (2)

Bill was angry that little work was done.

They were pleased that a few people helped.

Mary was delighted that few pupils passed the exam.

e.g. *Bill was delighted that a few people helped.*

*Note* In (1) the learner can combine any of the elements and make a correct and sensible sentence. However, in (2) the learner must decide which elements combine correctly and sensibly. (1) is a meaningless drill whereas (2) is a meaningful drill.

**Suggestopedia.** A humanistic teaching method which tries to make the learning as relaxed and comfortable as possible (e.g. armchairs, soft music, pleasant colours, etc.) and to make maximum use of the brain’s capacity to combine the conscious and the unconscious for learning.

**Survival English.** The English needed by overseas visitors to an English-speaking area in order to manage such every day activities as buying goods, ordering meals, cashing cheques, booking accommodation, travelling by public transport, etc.

**Syllabus.** A document outlining the main teaching points to be taught to a particular type of group of learners in a particular institution or group of institutions. Many syllabuses also order the teaching points, many specify objectives and some suggest activities, materials and methods.

**Syntagmatic.** Relating to the choices a user of a language has to make in order to relate one item in an utterance to the other items already selected. For example:

|  |  |
| --- | --- |
| I spoke to the | Woman. **√**  her. x  Mary. x  Boys. **√**  Telephone. x |

**Synthetic.** A synthetic approach is one which teaches items one by one and which restricts the learner to those items he has already been taught plus a few new item(s) in each lesson.

**Target language (TL).** The language the learner is trying to learn. Thus English is the target language for any overseas student learning English as a second or foreign language.

**Teaching points.** Particular aspects of the language selected by the teacher for presentation to a particular class of learners.

**Technique.** A method of testing, e.g. cloze, multiple-choice, etc. techniques can be broadly divided into **objective** and **subjective**.

**Theme.** A particular subject used as the basis of a unit of teaching. (e.g. Famous People, Justice, Music).

**Topic.** (1)What is being talked about in a particular situation. (2) A particular theme used as the basis of a unit of teaching (e.g. Sports, Hotels, Medicine).

**Transfer**. (1) The influence of one language during the acquisition of another language. (2) The use of skills, etc. developed in association with one language whilst using another language.

**Usage.** Language performance in artificial practice situations such a drills, exercises, multiple choice tests, etc. In such situations the learner is really producing evidence of his knowledge of the language rather than of his ability to use it in situations outside the classroom.

**Use.** Language performance in situations which have genuine communicative purposes and are not designed just to practise particular language items or structures. Thus a learner who is having a discussion in a pub or is asking a classmate to lend him a pen is actually using the language.

**Utility.** One of the criteria by which a test is assessed. Utility refers to the amount of information that a test supplies to the teacher/tester for the purpose of planning future teaching. Raw scores provide little such information; tests which reveal strengths and weaknesses in particular language areas have high utility.

**Utterance.** Any complete unit of language used for communicative purpose. An utterance can be either written or spoken.

Examples: *Put the* (not an utterance because not complete)

*Smoke*? (an utterance)

*I like roses, don’t you* ? (an utterance)

*I’m going*…*going there*…*to London that is* …*tomor*…*on Tuesday* (an utterance)

*The dog bit the man. The man was bitten by the dog*. (not an utterance because not used for a communicative purpose).

**Validity.** One of the criteria by which tests are assessed. Broadly, validity means the extent to which a test actually tests what it was intended to test. There are five types of validity – **concurrent, construct, content, face** and **predictive.** Generally, different types of test require different types of validity:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | concurrent | construct | content | Face | Predictive |
| aptitude |  |  |  |  |  |
| placement |  |  |  |  |  |
| diagnostic |  |  |  |  |  |
| achievement |  |  |  |  |  |
| proficiency |  |  |  |  |  |

**Varieties.** (1) Different types of language used in different types of situations. (2) Different regional versions of a language (e.g. American English, Nigerian English, Irish English, Indian English etc.).

**Visual Aids.** Teaching aids designed to give a visual stimulus, act as a visual prompt or provide visual reinforcement for language items being learned. Photos, cartoons, film strips, blackboard drawings, puppets and wall pictures can be used as visual aids.

**Washback effect.** One of the criteria by which tests are assessed. The washback effect is the effect that tests (especially **achievement** and **proficiency** tests) have on learning/teaching. Traditionally, tests(especially multiple-choice tests) have been thought to have a poor or negative washback effect, but changing the school-leaving examination is often the most effective way of reforming language teaching practices, so that the washback effect in these cases is positive. Also called the **backwash effect**.

**Washforward effect.** One of the criteria by which tests are assessed. The term was invented jokingly but it aptly captures a positive feature of many tests. It refers to the extent to which a test includes and tests language relevant to the post-language learning situation. **Proficiency** tests, therefore, should have a good washforward effect.