

# FILA & SIA



**FATMA A. ALJARRAH- session 1**

# Acronyms and Abbreviations

FLA	First language acquisition
SLA	Second language acquisition
L1	Native language/ first language
L2	Target language/ second language
EFL	English as a foreign language
ESL	English as a second language
TESOL	Teaching English to speakers of other languages
TEFL	Teaching English as a foreign language
ELF	English as a lingua Franca
ELT	English language teaching
ELL	English language learner
SLL	Second language learner

EAL	English as an additional language
EIL	English as an international language
EAP	English for academic purposes
ESP	English for specific purposes
NS	Native speakers
NNS	Non-native speakers

# English in Gaza: TEFL OR TESL?



# Acquisition vs. learning

# Stephen Krashen

- About 25 years ago, a psychologist named Stephen Krashen transformed language teaching.
- He had been developing his ideas over a number of years, but several books he published in the 1980s received widespread acceptance.



# Acquisition      vs.      Learning

<b>Similar to first language acquisition</b>	<b>Formal knowledge of a language</b>
<b>“Picking up” a language</b>	<b>Knowing about a language</b>
<b>May not be consciously aware</b>	<b>Deliberate and conscious effort</b>
<b>Implicit knowledge</b>	<b>Explicit knowledge</b>
<b>Errors accepted</b>	<b>Errors corrected</b>
<b>Formal teaching does not really help</b>	<b>Formal teaching helps</b>

# FIA



# DISCUSSION



- Do you have a baby or a toddler at your home?**
- Have you ever paid attention to their language improvement?**
- What do you think help them acquire their first language?**
- Which one is more effective in FLA: **nature** or **nurture**? Why?**

# Theories of FLA

# Critical Period Hypothesis (CPH): Eric Lenneberg:

The ability to acquire language is biologically linked to age. The hypothesis claims that there is an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful.

# Eric Lenneberg

---



- ☞ In 1967, Eric Lenneberg further studied the Critical Period Hypothesis in his book, Biological Foundations of Language.
- ☞ He supported Penfield and Roberts belief of children having a **certain amount of time to acquire language** and after this time the acquisition of the first language will be nearly impossible.
- ☞ Lenneberg also approved the position that the reason for this critical period is due to neurological developments.
- ☞ He presented that **until the age of 13**, language is present in both hemispheres of the brain.
- ☞ After this age the functions of the hemispheres become more clear-cut and **language is most dominant in the left hemisphere**. Therefore language acquisition is more difficult to acquire after this split.



## LEFT BRAIN

LOGIC  
ANALYSIS  
SEQUENCING  
LINEAR  
MATHEMATICS  
LANGUAGE  
FACTS  
THINK IN WORDS  
WORDS OF SONGS  
COMPUTATION



## RIGHT BRAIN

CREATIVITY  
IMAGINATION  
HOLISTIC THINKING  
INTUITION  
ARTS (Motor skill)  
RHYTHM (Beats)  
NON-VERBAL  
FEELINGS  
VISUALISATION  
TUNE OF SONGS  
DAYDREAMING

## “GENIE” The forbidden Experiment

On November 4, 1970, the social services of the City of Los Angeles found a 13 years old girl, a child unable to speak after having spent his life locked in a dark room and subhuman conditions. As described by the witnesses in that room was nothing but a potty chair, some TV-Guide magazines and the wire cage in which her father forced her to sleep every night.



# Behaviorist Theory (B.F. Skinner):

- Involves habit formation
- Learner is a blank slate and Babies are empty vessels.
- Environment is crucial
- The Child tries and fails until he/she succeeds (trial and error)
- Language learning is similar to behavior learning. It works as (Stimulus – response – reinforcement).

# **Operant Conditioning**

- Theory put forth by B.F. Skinner that explained how we acquire a range of learned behaviors exhibited each day.
- Type of learning that occurs through rewards and punishments for behavior.
- Association is made between a behavior and a specific consequence for the behavior.



# Connectionism :Edward Thorndike:

- Complementary to Behaviorism (Skinner).
- Language acquisition is a habit formation.
- If an action brings a reward, that action sticks to the mind (Thorndike cat box)
- Stimulus – Response – reinforcement



Edward Thorndike

# Language Acquisition Device (LAD): Noam Chomsky:

- Language Acquisition Device (LAD) is an inborn structure in the child's brain.
- Without the LAD, the child won't get started as a language learner/acquirer.
- Innateness: we are born with the ability to learn a language and the environment is the trigger.

# Noam Chomsky's L-A-D

**Chomsky's theory of the LAD**  
(Language Acquisition Device)  
states that every human is  
born with innate principles of  
language.

Children learn language  
spontaneously and speak  
creatively.

The "poverty of the stimulus  
theory" states that what  
children hear is incomplete  
and often ungrammatical, and  
cannot account for the  
creativity of their  
utterances.



# Nativist Theory

- Noam Chomsky
- Language Acquisition Device (LAD)
  - Innate ability to learn language, a biological brain mechanism
  - children need only minimal language exposure to prime the LAD.
- Deemphasizes contribution of child's environment
- Biological base for language learning
- Helps explain innate human ability to develop sophisticated language systems.
- Extends and clarifies the children's language-learning ability and drive to communicate.

# Noam Chomsky: Universal grammar:

- Complementary to LAD
- All children are born with an innate ability to acquire, develop and understand the language.
- As a rejection to Behaviorism, Chomsky said: “It’s impossible that children are exposed to enough of their native language to learn it in a purely behavioral context” poverty of stimulus POS

# Noam Chomsky: Universal grammar:

- As a proof for his theory: children generalize rules like (goed, dogses)
- Also: babies go through the same stages of development no matter what language they are learning.
- In the babbling stage, babies in all languages start with the same set of sounds and word number growth rate is also very similar.
- Language is something innate (nativism and generativism)

# Sociocultural theory: Vygotsky:

Vygotsky believes that language is learned by interaction with the society and culture.



He has the theory of (ZPD) zone of proximal development where the learner's knowledge improves by interaction with a more knowledgeable person/persons. MKO (more knowledgeable other).

# Cognitive Constructivism: Jean Piaget:

- Learning is whole, authentic and real.
- Learning happens by active participation, involvement and discovery.
- Learning builds on previous knowledge.
- Learners ask questions based on their needs.
- The teacher's role is to provide a rich environment for spontaneous exploration.

*Thank you*



# FILA & SIA



FATMA A. ALJARRAH- session 2

# First Language Acquisition

- CPH
- BEHAVIORISM
- CONNECTIONISM
- LAD
- UNIVERSAL GRAMMAR
- SOCIOCULTURAL THEORY
- COSTRUCTIVISM
- ZPD
- i+1

# SLA



# **HOW DID YOU ACQUIRE YOUR SECOND LANGUAGE?**



# **FACTORS AFFECTING SLA:**

- AGE
- PERSONALITY
- L1
- ENVIRONMENT
- SOCIO-EMOTIONAL VARIABLES
- EGO-PERMIABILITY



# Theories of SLA

# Stephen Krashen

- About 25 years ago, a psychologist named Stephen Krashen transformed language teaching.
- He had been developing his ideas over a number of years, but several books he published in the 1980s received widespread acceptance.







# THE MONITOR MODEL

# THE MONITOR MODEL

- 1) The Acquisition-Learning Hypothesis
- 2) The Monitor Hypothesis
- 3) The Natural Order Hypothesis
- 4) The Input Hypothesis
- 5) The Affective Filter Hypothesis

# THE ACQUISITION- LEARNING HYPOTHESIS

- **Acquisition** is a subconscious acceptance of knowledge where information is stored in the brain through the use of communication.
- **Learning** is the conscious learning about the language (i.e. the grammar or form).
- Result of formal classroom language instruction.

# Acquisition vs. Learning

"The result of language acquisition ... is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a 'feel' for the correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated".

(Krashen, 1982, p. 10)

"We will use the term 'learning' from now on to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning is 'knowing about' a language, known to most people as 'grammar' or 'rules'. Some synonyms include formal knowledge of a language or explicit meaning".

(Krashen, 1982, p. 10)



# THE ACQUISITION-LEARNING HYPOTHESIS

# THE MONITOR HYPOTHESIS

- Shows the connection between acquisition and learning
- Language “acquired” we use in everyday speech
- Language “learned” acts as an editor or monitor
- With enough time, focus on grammatical form, and knowledge of rules, we can effectively monitor ourselves
- Which is better: A monitor over-user or monitor under-user?

# The Monitor Hypothesis

**Individual variation in monitor use**

**Monitor Over-users** are learners who attempt “monitor” all the time.

**Monitor Under-users** are learners who prefer not to use their conscious knowledge.

**Optimal Monitor users** are learners who use the “monitor” appropriately.

## The Natural Order Hypothesis

By referring to several prior research findings by Brown, 1973; Dulay and Burt , 1974 ; Andersen, 1976; Kessler and Idar, 1977; Fabris, 1978; Christison, 1979; Makino, 1980, Krashen said that grammatical morphemes seem to be acquired in natural order. Some structures are acquired earlier and some later.

# THE NATURAL ORDER HYPOTHESIS

- Krashen proposes two ideas in this hypothesis
- 1. Learners acquire parts of language in a predictable order.
- The natural order of acquisition occurs independently from deliberate teaching.
- 2. There is a natural progression of acquiring a second language.
- The order is preproduction, early production, speech emergence, the intermediate fluency stage and the advanced fluency stage.

# NATURAL ORDER HYPOTHESIS

The acquisition of morphemes occurs in a similar, but not identical sequence for L2 children and L2 adults, as found in L1 English learners.

# Two phenomena:

- Grammatical Structure Sequencing
- Stages of Acquisition

# Natural Order of Grammatical Morphemes

- 1
  - Present & Past Progressive Verb Tenses
  - I am reading. He was listening.
  
- 2
  - Plural
  - Boys, peaches
  
- 3
  - Conjugation of the Verb “BE”
  - Am, is, are, was, were, been

# Natural Order of Grammatical Morphemes

- 4
  - **Irregular Simple Past Verb Tense**
  - Caught the fish. Won the game.
- 5
  - **Articles**
  - A, an, the
- 6
  - **Regular Simple Past Tense of the Verb**
  - They walked. He learned. You studied.

# Natural Order of Grammatical Morphemes

7

- Simple Present Verb Tense, Singular Form
- He swims. She eats. He watches.

8

- Possessive Case
- Ichiko's book.

# REVIEW NATURAL ORDER

1. Present & Past Progressive Verb Tense

2. Plural

3. Conjugation of the Verb “BE”

4. Irregular Simple Past Verb Tense

5. Articles

6. Regular Simple

7. Irreg Simple Pr

8. Pos

Simple Past

Reg. Simple Past

Verb Tense, S

A, The

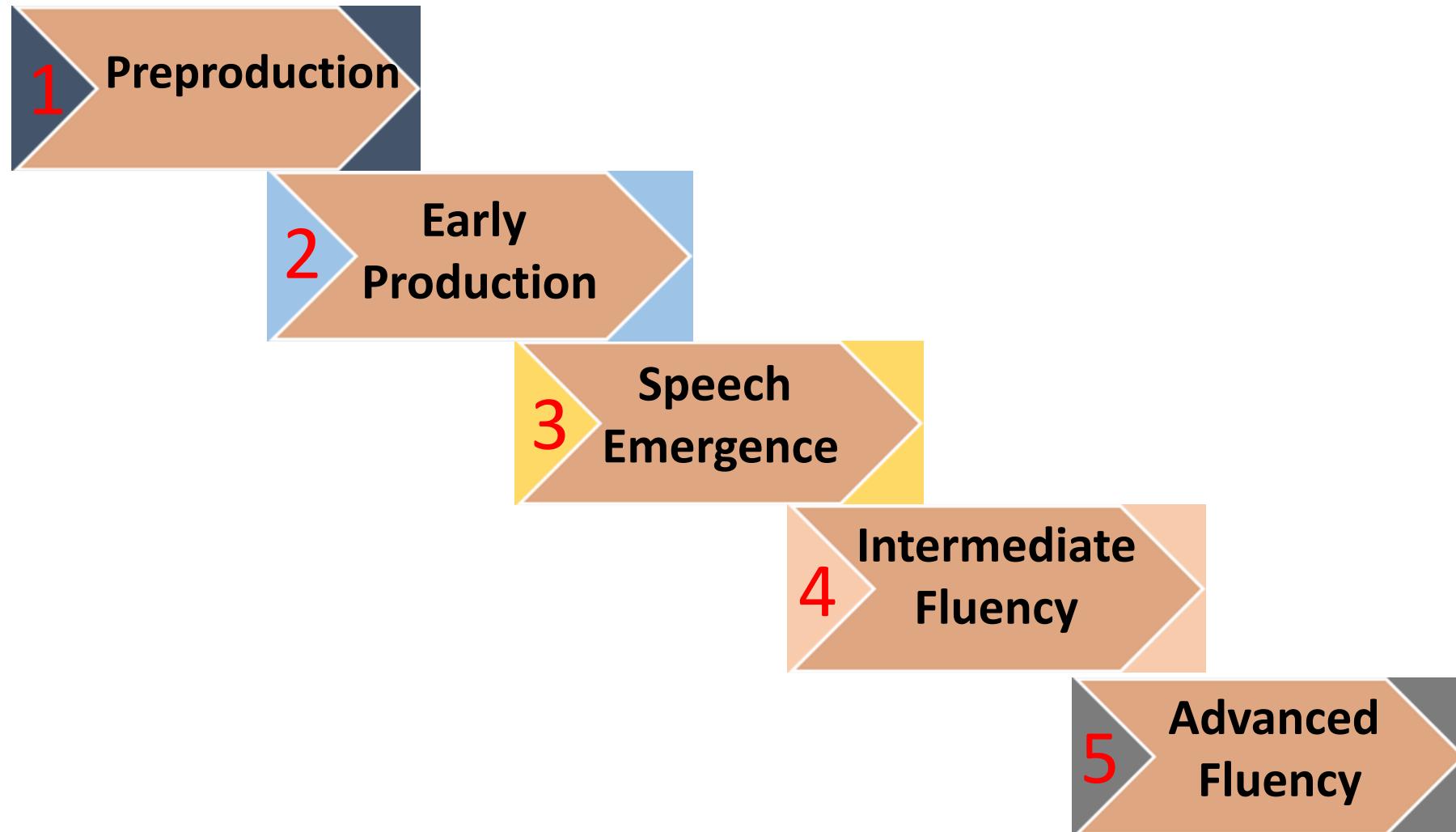
Possessive

S

ING of  
Am, is, are, was,  
were, been  
Verb  
Regular Form

She dances

# Stages of Second Language Acquisition



# THE INPUT HYPOTHESIS

- ✓ According to Krashen, “comprehensible input” is the only true cause of second language acquisition.
- ✓ An important condition for language acquisition to occur is that the learners understand input language that contain structure a bit beyond his current level of competence.



# THE INPUT HYPOTHESIS

- “Input” is any written, audio, or visual language a student is exposed to
- $i+1$ = comprehensible input 1 level above student’s current language ability
- Zone of proximal development
- Teachers should use visuals, realia, objects, gestures, modeling, charts, maps, etc.
- Teachers should simplify, repeat, rephrase, or slow down speech

# The Input Hypothesis

the student's  
current  
language  
level

What students  
already know

+ 1

the student's  
current  
language  
level

What teachers  
should provide

This is an  
example □  
o

# THE AFFECTIVE FILTER HYPOTHESIS

- A number of ‘affective variables’ play a facilitative role in SLA.
- “Affective”: social-emotional variables
- Variables: motivation, self-confidence, self-image, level of anxiety
- Goal: low affective filter (low-anxiety)
- The learners who have a low affective filter are better equipped for success in SLA.

This is an  
example □  
o

# Merrill Swain

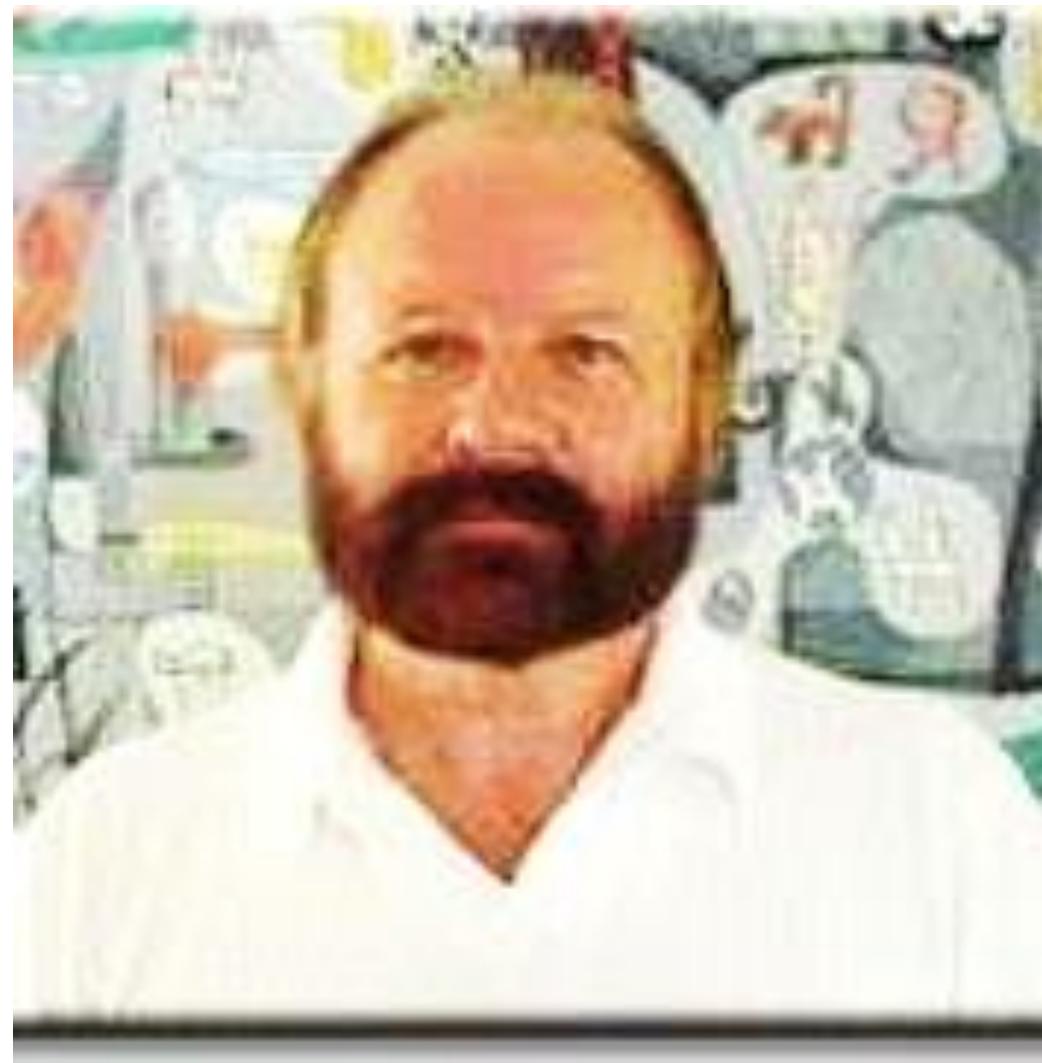


- Dr. Merrill Swain earned her Ph.D. in 1972 at the University of California, Irvine.
- For the last 38 years, she has been a professor in the Curriculum, Teaching and Learning department at the Ontario Institute for Studies in Education (OISE) at the University of Toronto (UT).
- From 1981 to 1990 she was responsible for the Centre for Educational Research on Languages and Literacies (CERLL) at UT.

# THE OUTPUT HYPOTHESIS

- Responded to Krashen's input theory.
- Meaningful & comprehensible output is as necessary as meaningful input.
- Output identifies the gap of what the learner needs to learn.
- Her hypothesis states that learning takes place when the language learner encounters a gap in his/her linguistic knowledge of the target language.
- By noticing this gap the learner becomes aware of it and may attempt to modify his/her output.
- As a result, the language learner may modify his/her interlanguage.

This is an  
example □  
o



# THE INTERACTION HYPOTHESIS

- It was originated in the 1980s.
- Face to face interaction is very important for SLA.
- This interaction can happen between people no matter the language proficiency.
- Long agrees with Krashan about the importance that the input should be comprehensible in order to contribute in second language acquisition but he argued about HOW this input can be comprehensible especially when NSs speak with NNSs.

# THE INTERACTION HYPOTHESIS

- Long said that “NOM” is the answer to help speakers overcome any breakdowns in the conversation. So, what is NOM?
- NOM is a strategy used by speakers while interacting with each other. Speakers use it to make sure that they do understand what is being said or is used to make sure that what they say is understood for the other party.
- Nom is important for SLA because it helps facilitates:
  - comprehensible input
  - comprehensible output
  - Corrective feedback



**NOM**

## II. How does the theory work?





# THE NOTICING HYPOTHESIS

# THE NOTICING HYPOTHESIS

- Input does not become intake for language learning unless it is noticed, that is, consciously registered” (Schmidt 1990, 2001)
- What does lead to noticing?
  1. Frequency
  2. Instructional strategies
  3. Individual processing ability
  4. Readiness to notice
  5. Task demands





# THE INTERLANGUAGE HYPOTHESIS

# THE INTERLANGUAGE HYPOTHESIS

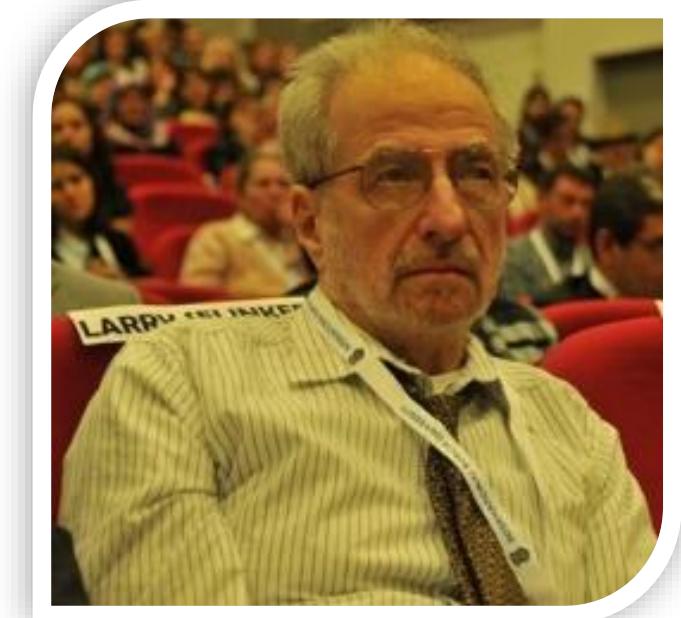
- Refers to the intermediate states of a learner's language as it moves toward the target L2
- Influenced from L1 and L2 language systems
- Creative process, driven by inner forces in interaction with environmental factors



# THE INTERLANGUAGE HYPOTHESIS

Third language system

- Different from L1 and L2



# THE CONTRASTIVE ANALYSIS

- The systematic study of a pair of languages in order to identify their structural differences and similarities.
- "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." –Charles Fries (1945—before the SLA field as we knew it was established)
- Demonstrates the ability to predict learner errors with the contrastive analysis of two languages based on the similarities and differences between the learner's first and second language.

# THE CONTRASTIVE ANALYSIS

- **Positive transfer:**

- There is transfer in learning of elements from the L1 to the target L2 → there are parallel structures in form, meaning and/or distribution.
- These are often the easiest and first acquired structures in the L2.
- For example: lenguaje Vs. language

- 

- **Negative transfer (interference):**

- The differences in structure, form, meaning, and/or distribution from the L1 to the L2
- Has a negative effect on the learners progress in learning the L2 (especially in the early stages)
- (false cognates)/ Ex: assistir (to attend)/assist



## SUMMARY:

- **Krashen:** The most effective way to increase L2 competence is by exposure to “comprehensible input”, or  $i + 1$ . Learning is subconscious through input alone, if the affective filter is down.
- **Swain:** Having to produce the L2 encourages the learner to attend to the language and thereby improve his or her proficiency.
- **Long:** Interactional modification makes INPUT comprehensible; comprehensible INPUT promotes acquisition; therefore, interactional modification promotes acquisition.
- **Schmidt:** What learners NOTICE in the INPUT is what becomes INTAKE for learning. If comparisons of  $i$  and  $i + 1$  shows a gap, and if it turns up in COMPREHENSIBLE INPUT with some minimum frequency and NOTICED, it can consciously learned.

# GROUP WORK





“This project is supported by the **Fulbright** Program and sponsored by the  
**U.S. Department of State.**”

# REPELT

**Restoration and Empowerment of Pre-service English Language Teachers**



**Restoration and Empowerment of Pre-service English Language Teachers**



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# **Interactive and engaging activities to teach listening and speaking**



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Listening



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Song gap-fill



- Give each student/pair the song lyrics with some words missing. To make it easier you can put the missing words in a box at the top of the page.
- Play the song, pausing if necessary. The aim is for the students to fill in the missing words.
- Once at the end, go through the answers to see which student/pair got the most correct.



**Video**

gap fill listening roar1



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Order-the-lyrics

TELL US  
WHAT YOU  
THINK!

- Pairs get a set of the song lyrics cut up into lines.
- As they listen to the chosen song, they have to put the lyrics in the right order on the table. Repeat the song if necessary. You can always have a sing-along after the activity is completed!



Restoration and Empowerment of Pre-service English Language Teachers



## Silent video



- Students watch a video in the silent mode.
- Students predict things in the video like:

***1. Place***

***2. Topic***

***3. People***



silent video

- Teacher runs the video with audio.
- Students compare.
- Teacher asks follow up questions.



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# TPR total physical response



- Students listen to the teacher giving them **graded instructions** and act accordingly.
- The teacher can **simplify** the language to suit the level of the students.
- The teacher can use **mimes**, gestures, and hand movement to facilitate understanding.



Restoration and Empowerment of Pre-service English Language Teachers



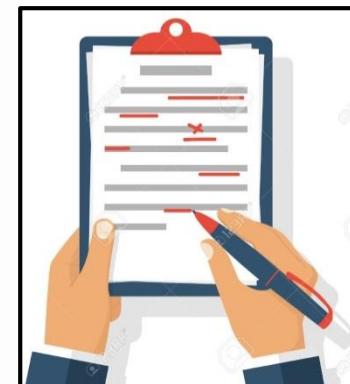
**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Listen and Correct written text

TELL US  
WHAT YOU  
THINK!

- The teacher gives a written text to the students that has some words that are different from the audio.
- Students listen to the audio and try to find the different words and correct them.
- The teacher may write the correct words on the board to make it easier for the students.





**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Listen for stressed words

TELL US  
WHAT YOU  
THINK!

- Students listen to a text with stressed words.
- Students have the text written.
- Students use small and big (**coins, seashells, cartoon pieces**) to identify the stressed words.

I bought a car on Tuesday.



Restoration and Empowerment of Pre-service English Language Teachers



## Listen for stressed words

1. Jack will cycle to the restaurant tonight.
2. Jack will cycle to the restaurant tonight.
3. Jack will cycle to the restaurant tonight.
4. Jack will cycle to the restaurant tonight.
5. Jack will cycle to the restaurant tonight.
6. Jack will cycle to the restaurant tonight.



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Listen and draw

TELL US  
WHAT YOU  
THINK!

- **Student A** hides a picture and describes it to **student B**.
- **Student B** tries to draw the picture.
- Students compare the two pictures and discuss the similarities and differences.



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Improve your pronunciation by Shadowing



The teacher says a statement with a certain intonation and feeling.  
Students repeat the expression with the same pace, intonation and feeling.

- Intonation
- Stress
- Pauses
- Pace
- Feeling
- Tone



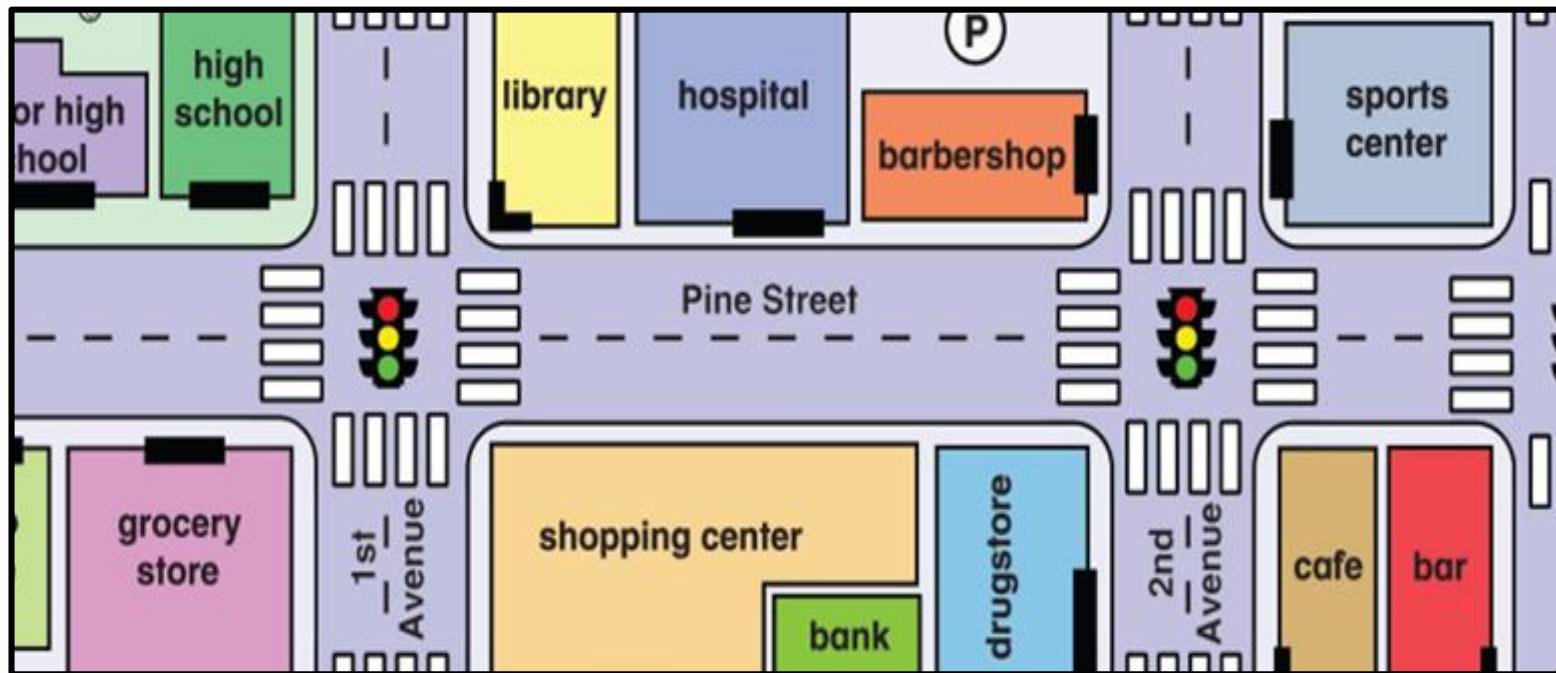
Restoration and Empowerment of Pre-service English Language Teachers



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)

## Listen for directions



Restoration and Empowerment of Pre-service English Language Teachers

# Unmusical chair

Arrange chairs as if to play musical chairs.

Students will walk around them, but in this case they won't be listening to a song. They will listen to a conversation. As always, give them the context and ask a question. "What is Tom's favourite food?" Students walk around the chairs as you play the audio and the student who hears the answer sits down. Pause the audio and let the students **whisper** the answer to you. If it's correct, the student remains on the chair.



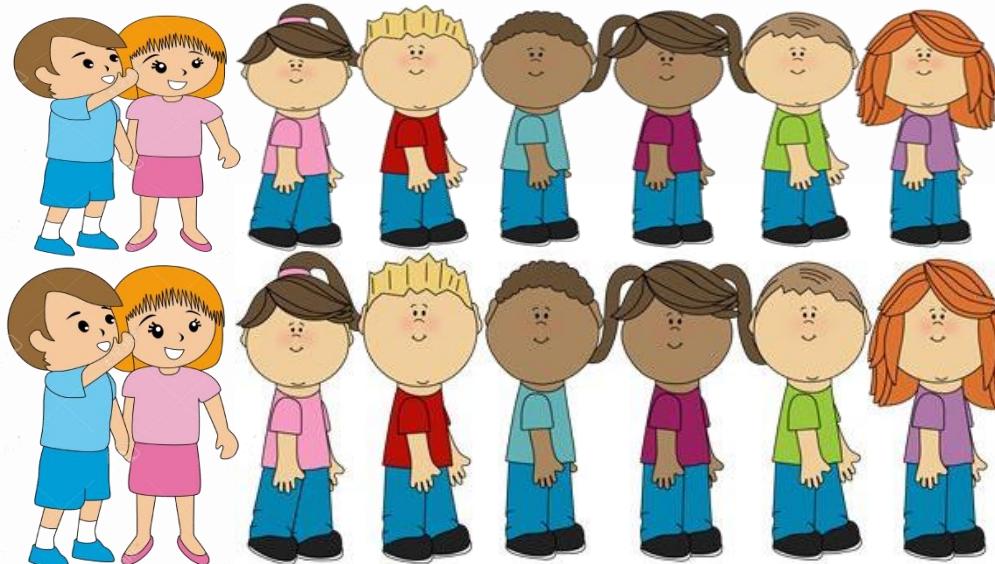


**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Word of mouth - Whisper

Divide students into two teams. Whisper a word to a student, who must then whisper it to the student next to him/her, and so it goes until the last student in the line to say it out loud.



Restoration and Empowerment of Pre-service English Language Teachers

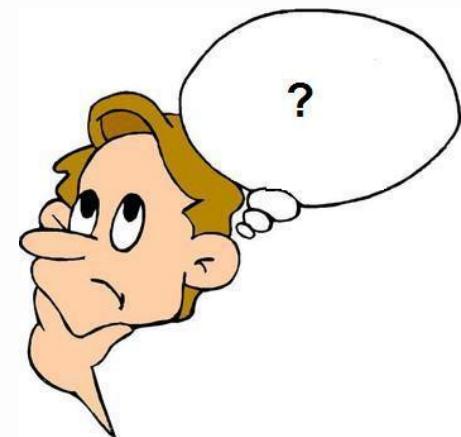


# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)

## I Spy

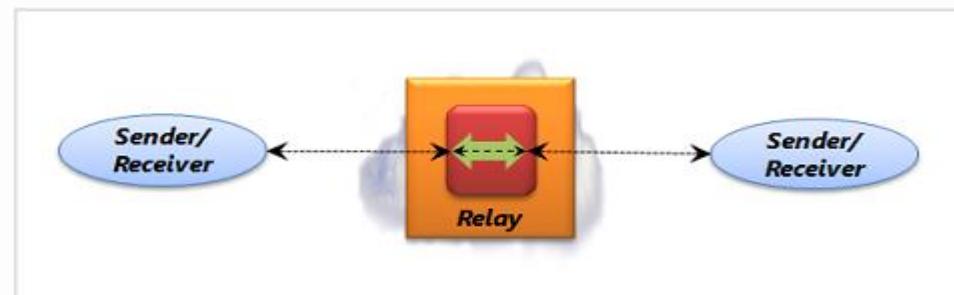
One person finds an object within view and begins to describe it one attribute at a time. “I spy something blue. I spy something with four wheels. The other players must listen to all the attributes and figure out what the item is. To help your little one stay organized and remember the information he is being given, write down each attribute after you say it



Restoration and Empowerment of Pre-service English Language Teachers

# Relay the message - Runner and writer

- Put students in pairs or groups of three, assigning one as a runner and one as writer. Sit the writer at a table at one end of the room.
- Stick pre-printed messages at the other side of the room, one for each group or pair.
- The runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.
- The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down.
- Repeat until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation.





**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Speaking



Restoration and Empowerment of Pre-service English Language Teachers



## Classroom vs. Real-world Speaking

	Classroom Use	Real World Use
<b>Exposure</b>	<ul style="list-style-type: none"><li>• T and non-proficient users (mostly other students)</li><li>• artificial</li><li>• Teacher chooses content</li><li>• limited</li></ul>	<ul style="list-style-type: none"><li>• native-like or a range</li><li>• authentic</li><li>• Student chooses content</li><li>• unlimited</li></ul>
<b>Use</b>	<ul style="list-style-type: none"><li>• artificial</li><li>• determined by Teacher</li></ul>	<ul style="list-style-type: none"><li>• authentic</li><li>• determined by Student</li></ul>
<b>Motivation</b>	<ul style="list-style-type: none"><li>• limited rewards</li><li>• rewarded by Teacher</li></ul>	<ul style="list-style-type: none"><li>• unlimited rewards</li><li>• rewarded by inter-personal or transactional success</li></ul>



## Typical learner problems

- Cannot sustain spoken interaction beyond short segments
- Frequent communication breakdowns and misunderstandings
- Lack of vocabulary needed to talk about common utterances
- Lack of communication strategies



## Reasons for poor speaking skills

- Lack of curriculum emphasis on speaking skills
- Teachers' limited English proficiency
- Class conditions do not favor oral activities
- Limited opportunities outside of class to practice
- Examination system does not emphasize oral skills



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## **IELTS Speaking Assessment criteria**

- Fluency & cohesion (25%)
- Lexical resource (25%)
- Grammatical range and accuracy (25%)
- Pronunciation (25%)

**What do you think the following statement means?**

*“Accuracy comes through fluency”*



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Discuss the following questions:

1. In your opinion what is good English language pronunciation?
2. Do you think it matters if the teacher has a strong Arabic accent?
3. What specific pronunciation difficulties do your learner's face?



Speaking - Accents



Restoration and Empowerment of Pre-service English Language Teachers

<b>Start</b>	1 ... IF YOU MET THE AMERICAN PRESIDENT ?	2 ... IF YOU GO OUT TONIGHT?	3 ... IF IT RAINS TONIGHT?	4 Miss a turn!
9 ... if you saw Tom Cruise walk by the classroom?	8 Go back 2 spaces	7 ... IF YOU CAN'T SLEEP TONIGHT?	6 ... IF YOU ARE SICK TOMORROW ?	5 ... if you could speak perfect English?
10 ... IF YOU FOUND \$100 ON THE STREET?	11 ... if you broke your friend's favourite DVD?	12 ... IF THIS BUILDING CAUGHT FIRE?	13 ... IF YOU SAW YOUR TEACHER IN A POLICE CAR?	14 Move forward 2 spaces
19 ... IF YOU HIT A CAT WITH YOUR CAR?	18 Miss a turn!	17 ... if you needed a lot of money very quickly?	16 ... IF YOU GET A LOT OF HOMEWORK ?	15 ... IF YOU HAVE A HEADACHE TONIGHT?
20 ... IF YOU SPOKE PERFECT RUSSIAN?	21 ... if your best friend forgot your birthday?	22 ... IF YOU LOST THE KEYS TO YOUR HOUSE?	23 ... IF YOUR TV BROKE?	24 Move forward 3 spaces!
<b>Finish</b>	28 Go back 2 spaces!	27 ... IF YOUR FRIDGE WAS EMPTY TONIGHT?	26 ... IF YOU WON THE LOTTERY?	25 ... if you had an important exam in two days time?



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)



“My top ten favourite speaking activities” Scott Thornbury



Restoration and Empowerment of Pre-service English Language Teachers



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)

## What animal am I?

Or any number of guessing games involving yes/no questions. After the teacher demos it, individual learners take the hot seat. Great for practicing really useful questions like ‘Do you lay eggs?’

Other variations include the well-known ‘What’s my line?’ (i.e. ‘What’s my job?’ ).



Restoration and Empowerment of Pre-service English Language Teachers



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)

## Spot the lie

Tell three short anecdotes about yourself, two of which are 100% true and one of which is 100% false. Students have to spot the lie – they can ask questions to try and catch you out. They then do the same in pairs or small groups. Travel stories are good material, or minor mishaps, such as things you lost.



Restoration and Empowerment of Pre-service English Language Teachers



## Reading aloud (heads up)

Students mouth words without any hint of understanding, and mouth them badly to boot. However as Michael West realized, as long ago as 1955: ‘With a slight modification... Reading Aloud can be made one of the most valuable exercises in the early stages of teaching pupils to speak a foreign language. The pupil should be made to look up when they read aloud. The teacher says, “Don’t read to the book! Read to me. Look up at me.” He makes them read a phrase or short sentence silently then, looking up, say it to someone – to the teacher, or to another pupil, or to the class. In doing this the reader must look up during the speaking of the whole sentence; he must not just look up for a second and then look down again.’ West argues that the effect of this is that the reader must hold the material in the mind in such a way that its meaning is processed, and then recall it meaningfully.





**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Carousel (Onion rings)

TELL US  
WHAT YOU  
THINK!

This is less an activity than a way of organizing speaking activities so that there is built-in repetition. It takes its name from the fact that carousels go round, stop, pick up new passengers, and continue the ride. So, one half of the class stand in a circle, e.g. around the walls of the rooms, while the ‘carousel’ consists of the other half of the class, so that individuals in each circle face one another. They then do the speaking task and, at a signal from the teacher, the inner circle moves around one, and the task is repeated, this time with new partners.



Restoration and Empowerment of Pre-service English Language Teachers

# Find someone who



This activity involves learners by asking them to try and find someone in the class who matches a description or knows certain information. It can be used to practice new vocabulary, to activate background knowledge, or to review concepts.

- Vocabulary
- Adjectives
- Grammar
- Functions
- Phrasal verbs





# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)

Do you use the internet?	Do you live near school?	Do you have a job?	Do you like to study English?
Do you know a university student?	Do you go bowling?	Are you sleepy?	Do you often read books?
Do you like math?	Do you like Italian food (pasta)?	Do you have a bicycle?	Do you ever talk to foreigners?
Do you study English in your free time?	Did you have a nice vacation?	Do you miss your friends?	Do you miss your teachers?



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Ball throwing game

TELL US  
WHAT YOU  
THINK!

- Throw the ball to a learner who has to say something e.g. how they are feeling, an introduction about themselves, what their future plans are, etc.
- The learner then throws the ball to someone else who has to speak.
- This continues until everyone has had a chance to say something.



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Ball throwing game



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Talk to me this way

TELL US  
WHAT YOU  
THINK!

First , we will have some students coming to the front of the class. Each student will have a card on his/her back with something to say... what you have to do is:

You have to mingle and then see what's written on the back of this person. Do not say directly what is written there but you have to respond to it or act it or do whatever it says. The other participant will have to guess what is written on his/her back. If your partner correctly guesses what's written on the piece of paper on his back, you should give him/her a candy. If not, then keep it. At the end we see how many candies everybody has. If you have two then you are the winner.



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Getting to know you with m&ms

TELL US  
WHAT YOU  
THINK!

What you need to do is that: you bring a bag of candies like m&ms. You tell your students it take as many as they want but not to eat them... and then, let's shock them ☺ tell them that for every piece of candy you took, you have to tell me something about yourself.



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

## Meaningful musical chairs

TELL US  
WHAT YOU  
THINK!

We all know this game and we loved playing it when we were young. That game where we had a number of chairs one less than the number of participants. But in this game we will use it to promote speaking and we will have the exact number of participants and chairs so none will be excluded...



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# Meaningful musical chairs

## Possible topics:



- Your dream job
- Your strangest dream
- Your favorite movie
- Your best teacher
- Your worst day

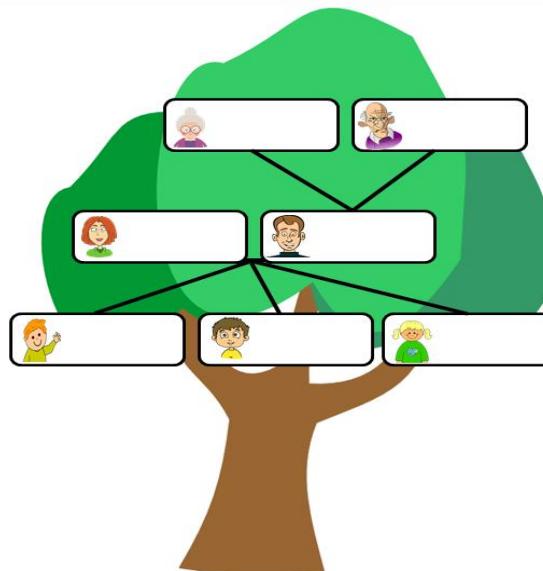


Restoration and Empowerment of Pre-service English Language Teachers

# Family tree dictation

TELL US  
WHAT YOU  
THINK!

The family tree dictation as the name suggests: it's like a description of family members, and students have to write the names of the family member in the right place based on what they hear.





**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# That's all about pedagogy



**Thank  
You!!!**



Restoration and Empowerment of Pre-service English Language Teachers



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)



Restoration and Empowerment of Pre-service English Language Teachers



**REPELT**

(Restoration and Empowerment of Pre-service English Language Teachers)

# **Read this article at a different level**

**You are reading this at Team level (Intermediate).**

**Read this at Click level (Elementary).**

**Read this at Crown level (Pre-intermediate).**

**Read this at Club level (Upper-intermediate).**

**Read this at Current level (Advanced).**



Restoration and Empowerment of Pre-service English Language Teachers



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)



Justin Sullivan, Josh Edelson / AFP / Getty Images

## The iPhone is 10 years old

*What can the new iPhone X do?*

This week Apple says there are two new iPhones. The iPhone 8 and the iPhone X. But you don't say X you say 10! This is because the iPhone is 10 years old this year!

What can the new iPhone do? The iPhone can read your face! The iPhone knows your face, so when you look at it, it unlocks! Now you can use your iPhone!

There is also a new app called Animoji. It puts your face onto an emoji. Now, you and the emoji have the same face!

People love iPhones. One man in Sydney, Australia wants to wait outside the Apple shop for 10 days so he can be the first person with an iPhone in Australia!

But not everyone is happy because the iPhone X is very expensive! It costs €1,150!

**Do you have a smartphone? What kind?**

**Do you like the new iPhones?**

**You work at Apple. What new idea do you have for the iPhone 11?**



Restoration and Empowerment of Pre-service English Language Teachers



Justin Sullivan, Josh Edelson / AFP / Getty Images

## The iPhone is 10 years old

*Why is everyone talking about iPhone X?*

This week, in its annual keynote presentation, Tim Cook, CEO of Apple announced not one, but two new iPhones – the iPhone 8 and the “10th anniversary” iPhone X, which is pronounced ‘iPhone 10’.

Everyone is excited about the new iPhones, but what is so special about iPhone X? One revolutionary new feature is its ‘facial recognition’ technology. This means the iPhone scans your face to unlock the screen! There is no longer a home button.

It also uses facial recognition technology to change your face into an emoji! You can use the Animoji app to send emoji video messages, which make YOU look like an emoji!

People go crazy over iPhones. Every year people all over the world queue outside Apple shops so they can be the first people with the new iPhone! One university student in Sydney, Australia is going to camp outside the Apple shop 10 days early so he can be the first person in the world with an iPhone X. But he isn’t taking time off school, “I’m doing my assessments in line while I’m waiting” he said.

However, not everyone is happy, because the iPhone X is very expensive! It costs €1,150! The most expensive iPhone yet!



# REPELT

(Restoration and Empowerment of Pre-service English Language Teachers)



Justin Sullivan, Josh Edelson / AFP / Getty Images

## The iPhone is 10 years old

*Why is everyone talking about iPhone X?*

This week, in its annual presentation, Tim Cook, CEO of Apple announced two new iPhones – the iPhone 8 and the “10th anniversary” iPhone X, which is pronounced ‘iPhone 10’.

Everyone is excited about the new iPhones, but what is so special about iPhone X? One new feature is its ‘facial recognition’ technology. This means the iPhone ‘reads’ your face to unlock the screen! There is no longer a home button.

It also uses facial recognition technology to change your face into an emoji! You can use the Animoji app to send video messages, which make YOU look like an emoji!

People go crazy over iPhones. Every year people all around the world queue outside Apple shops so they can be the first people with the new iPhone! One university student in Sydney, Australia is going to camp outside the Apple shop 10 days early so he can be the first in the world. But he isn’t taking time off school, “I’m doing my assessments in line while I’m waiting” he said.

However, not everyone is happy, because the iPhone X is very expensive! It costs €1,150! The most expensive iPhone!



Restoration and Empowerment of Pre-service English Language Teachers

## TERMS TO KNOW:

Intelligibility	The extent to which a listener actually understands an utterance or a message
comprehensibility	A listener's perception of how difficult it is to understand the utterance or the message
Accentedness	A listener's perception of how different a speaker's accent is from that of the L1 community (adapted from Derwing & Munro 2005, 385)
Hypothesis	A supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.
Approach	An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.
Method	The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement.
Technique	A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.
Procedure	An established or official way of doing something.
Connected speech/ Sandhi-variation	Words are not produced in an isolated fashion but rather have a tendency to “run together” in English spoken discourse
Contractions, blends and reductions	The written and/or oral distortion of word boundaries
Linking/ liaison	The smooth connection of sounds/ connecting the final sound of one word or syllable to the initial sound of the next
Assimilation	The change in adjacent sounds to resemble each other more closely
Dissimilation	The change whereby adjacent sounds become less similar to each other. Example: fifths (fts)
Progressive assimilation	The conditioning sound precedes and affects the following sound such as: bags/ backs/ moved/ fished/ it's/ had to
Regressive assimilation	The assimilated sound precedes and is affected by the conditioning sound such as: grand pa (grampa) /pancake (pangkake)/ can by (kamby)
Coalescent assimilation (palatalization is the most frequent type)	Reciprocal assimilation/ the first and second sounds in a sequence come together and mutually condition the creation of a third sound with features from both original sounds. Examples: issue/ this year/ pleasure/ does your/ stature/ is that your/ lets you/ hates your/ procedure/ would you/ needs your
Deletion	The disappearance of sounds. Examples: winter/ enter/ restless/ exactly/ kindness/ hands
Epenthesis	The addition of a sound, a vowel or a consonant, in a certain sequence.
syncope	The loss of the unstressed medial vowel following a strongly stressed syllable in certain multisyllabic words. Examples: chocolate/ every/ different/ interesting / camera/ history/ vegetable/ restaurant/ family
aphesis	The loss of the unstressed initial vowel or syllable in highly informal speech. Examples: ‘cause/ ‘round/ ‘bout

Re-syllabification	When a word or a syllable terminating in a consonant cluster is followed by a word or a syllable commencing with a vowel, the final consonant of the cluster is often pronounced as part of the following syllable. Example: left arm/ find out
Germination	When you have two identical consonants come together. Example: bad dog/ classroom management
Jargon	special words or expressions used by a profession or group that are difficult for others to understand
Creole	A stable natural language developed from a mixture of different languages at a fairly sudden point in time: often, a pidgin transitioned into a full, native language.
Pidgin	A grammatically simplified means of communication that develops between two or more groups that do not have a language in common. It is a mother tongue of no one.
Assimilative motivation	The desire to become an indistinguishable member of the target speech community.
Integrative motivation	The desire to be socially integrated in the target culture.
Instrumental motivation (extrinsic motivation)	The desire in which an individual learns a second language to attain a certain goal.
Intrinsic motivation	An internal desire to do something for the love it.

## IMPORTANT ACCRONYMS AND ABBREVIATIONS:

FLA	First language acquisition
SLA	Second language acquisition
L1	Native language
L2	Target language
EFL	English as a foreign language
ESL	English as a second language
TESOL	Teaching English to speakers of other languages
TEFL	Teaching English as a foreign language
ELF	English as a lingua Franca
ELT	English language teaching
ELL	English language learner
SLL	Second language learner
EAL	English as an additional language
EIL	English as an international language
EAP	English for academic purposes
ESP	English for specific purposes
NS	Native speakers
NNS	Non-native speakers

## **FLA THEORIES AND APPROACHES:**

<b>F.B Skinner</b>	
Behaviorism	<ul style="list-style-type: none"> <li>- Babies are empty vessels and SLA is a cognitive behavior.</li> <li>- The Child tries and fails until he/she succeeds (trial and error)</li> <li>- Language learning is similar to behavior learning. It works as (Stimulus – response – reinforcement)</li> </ul> <p>Skinner also proved his theory by his famous theory of operant condition and the (rat box), complementary to the classical condition (dog box) of Pavlov.</p>
<b>Noam Chomsky</b>	
LAD Language Acquisition Device	<ul style="list-style-type: none"> <li>- Language Acquisition Device LAD is an inborn structure in the child's brain</li> <li>- It's a natural biological propensity (ability) to organize the language we hear in various grammatical ways.</li> <li>- Without the LAD the child won't get started as a language learner/acquirer.</li> </ul> <p>Innateness: we are born with the ability to learn a language and the environment is the trigger.</p>
<b>Universal Grammar</b>	
	<ul style="list-style-type: none"> <li>- Complementary to LAD</li> <li>- All children are born with an innate ability to acquire, develop and understand language</li> <li>- As a rejection to Behaviorism, Chomsky said: "it's impossible that children are exposed to enough of their native language to learn it in a purely behavioral context" poverty of stimulus POS</li> <li>- The ability to learn and use language is biologically hardwired in the human brain.</li> <li>- As a proof for his theory: children generalize rules like (goed, dogses)</li> <li>- Also: babies go through the same stages of development no matter what language they are learning.</li> <li>- In the babbling stage, babies in all languages start with the same set of sounds and word number growth rate is also very similar.</li> </ul> <p>Language is something innate (nativism and generativism)</p>
<b>Vygotsky</b>	
Sociocultural theory	<ul style="list-style-type: none"> <li>- Vygotsky believes that language is learned by interaction with the society and culture.</li> </ul> <p>He has the theory of ZPD zone of proximal development where the learner's knowledge improves by interaction with</p>

	a more knowledgeable person/persons. MKO (more knowledgeable other).
<b>Edward Thorndike</b>	
Connectionism	<ul style="list-style-type: none"> <li>- Complementary to Behaviorism (Skinner).</li> <li>- Language acquisition is habit formation.</li> <li>- If an action brings a reward, that action sticks to the mind (Thorndike cat box)</li> <li>- Stimulus – Response – reinforcement</li> </ul>
<b>Jean Piaget</b>	
Cognitive Constructivism	<ul style="list-style-type: none"> <li>- Learning is whole, authentic and real</li> <li>- Learning happens by active participation, involvement and discovery</li> <li>- Learning builds on previous knowledge</li> <li>- Learners ask questions based on their needs.</li> <li>- The teacher's role is to provide a rich environment for spontaneous exploration.</li> </ul>
<b>Eric Lenneberg</b>	
The critical period hypothesis	The ability to acquire language is biologically linked to age. The hypothesis claims that there is an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful.
<b>Fred Eckman</b>	
Markedness theory	<ul style="list-style-type: none"> <li>- There are features of the language being learned that are difficult to learn because they don't exist in L1 or the LAD and features that are easier to learn.</li> <li>- Marked = more unlikely to learn in some sense</li> <li>- Unmarked = more likely to learn easily in some sense</li> </ul> <p>The degree of markedness corresponds to degree of difficulty</p>

## SLA THEORIES AND APPROACHES:

<b>Stephen Krashan: Monitor theory-</b> <a href="https://www.youtube.com/watch?v=mcj0S9HDMM0">https://www.youtube.com/watch?v=mcj0S9HDMM0</a>	
	<ul style="list-style-type: none"> <li>• One of the last early approaches to SLA, which has an internal focus, proposed by Stephen Krashen in 1978.</li> <li>• It is a collection of five hypotheses about how the L2 code is acquired.</li> </ul>
Acquisition- learning theory	<ul style="list-style-type: none"> <li>• <b>Acquisition</b> is a subconscious acceptance of knowledge where information is stored in the brain through the use of communication.</li> <li>• Needs meaningful input.</li> <li>• <b>Learning</b> is the conscious learning about the language (i.e. the grammar or form).</li> <li>• Result of formal classroom language instruction.</li> <li>• <a href="https://youtu.be/vh6Hy6El86Q?t=49s">https://youtu.be/vh6Hy6El86Q?t=49s</a></li> </ul>

Monitor model	<ul style="list-style-type: none"> <li>Shows the connection between acquisition and learning</li> <li>Language “acquired” we use in everyday speech</li> <li>Language “learned” acts as an editor or monitor</li> <li>With enough time, focus on grammatical form, and knowledge of rules, we can effectively monitor ourselves</li> <li>Which is better: A monitor over-user or under-user?</li> </ul>
Natural order hypothesis	<ul style="list-style-type: none"> <li>Krashen proposes two ideas in this hypothesis</li> <li>1. Learners acquire parts of language in a predictable order.</li> <li>The natural order of acquisition occurs independently from deliberate teaching.</li> <li>2. There is a natural progression of acquiring a second language.</li> <li>The order is preproduction, early production, speech emergence, and the intermediate fluency stage.</li> </ul>
Comprehensible input	<ul style="list-style-type: none"> <li>“Input” is any written, audio, or visual language a student is exposed to</li> <li><math>i+1</math> = comprehensible input 1 level above student’s current language ability</li> <li>Zone of proximal development - Vygotsky</li> <li>If we cannot put the language into context, we will not “acquire” the language</li> <li>Teachers should use visuals, realia, objects, gestures, modeling, charts, maps, etc.</li> <li>Teachers should simplify, repeat, rephrase, or slow down speech</li> </ul>
Affective filter	<ul style="list-style-type: none"> <li>A number of ‘affective variables’ play a facilitative role in SLA.</li> <li>“Affective”: social-emotional variables</li> <li>Variables: motivation, self-confidence, self-image, level of anxiety</li> <li>Goal: low affective filter (low-anxiety)</li> <li>The learners who have a low affective filter are better equipped for success in SLA.</li> </ul>
Pleasure hypothesis (voluntary reading/ extensive reading)	<ul style="list-style-type: none"> <li>Activities aimed for language acquisition are usually perceived by acquirers as pleasant, while those activities that are not for language acquisition are not consistently perceived as pleasant and are, in fact, often perceived to be painful.</li> </ul>
<b>Merrill Swain</b>	
Output hypothesis	<ul style="list-style-type: none"> <li>- Responded to Krashen’s input theory.</li> <li>- Meaningful &amp; comprehensible output is as necessary as meaningful input.</li> <li>Output identifies the gap of what the learner needs to learn.</li> <li>Her hypothesis states that learning takes place when the language learner encounters a gap in his/her linguistic knowledge of the target language.</li> <li>By noticing this gap the learner becomes aware of it and may</li> </ul>

	<p>attempt to modify his/her output.</p> <ul style="list-style-type: none"> <li>As a result, the language learner may modify his/her interlanguage.</li> </ul>
<b>Michael Long</b> <a href="https://www.youtube.com/watch?v=2u5x_22KEeI">https://www.youtube.com/watch?v=2u5x_22KEeI</a>	<p>Interaction hypothesis</p> <ul style="list-style-type: none"> <li>It was originated in the 1980s.</li> <li>Face to face interaction is very important for SLA.</li> <li>This interaction can happen between people no matter the language proficiency.</li> <li>Long agrees with Krashan about the importance that the input should be comprehensible in order to contribute in second language acquisition but he argued about HOW this input can be comprehensible especially when NSs speak with NNSs.</li> <li>Long said that “NOM” is the answer to help speakers overcome any breakdowns in the conversation. So, what is NOM?</li> <li>NOM is a strategy used by speakers while interacting with each other. Speakers use it to make sure that they do understand what is being said or is used to make sure that what they say is understood for the other party.</li> <li>Nom is important for SLA because it helps facilitates:</li> <ul style="list-style-type: none"> <li>comprehensible input</li> <li>comprehensible output</li> <li>Corrective feedback</li> </ul> <p><b>Examples of NOM:</b></p> <ol style="list-style-type: none"> <li><b>Clarification requests:</b> Utterances made by the listener to clarify what the speaker had said. Examples:  <ul style="list-style-type: none"> <li>I don't understand.</li> <li>WH questions</li> <li>Yes/No questions</li> <li>Tag questions</li> </ul> </li> <li><b>Confirmation checks:</b> ❖ Utterances made by the listener to establish that the preceding utterance has been heard and understood correctly. ❖ They include repetition of all or part of the utterance accompanied by a rising intonation.</li> <li><b>Comprehension checks:</b> ❖ Utterances made by the speaker to check whether a preceding utterance has been correctly understood by the listener. ❖ It consists of:  <ul style="list-style-type: none"> <li>Questions: do you understand?</li> <li>Tag questions</li> <li>Repetition with rising intonation</li> </ul> </li> <li><b>Partial, exact, expanded and total self-repetition:</b></li> </ol> </ul>

	<p><b>5. Recasts:</b></p> <ul style="list-style-type: none"> <li>❖ A recast is a strategy used in language teaching to correct the learners' errors so communication won't be obstructed.</li> <li>❖ Recasts are used by teachers in a formal teaching setting or between speakers in a naturalistic language acquisition situation.</li> </ul> <p>NNS: The woman with too many CHILDS? NS: The woman with too many CHILDREN?</p>
<b>Richard Schmidt:</b> <a href="https://www.youtube.com/watch?v=Ahg6qcgoay4">https://www.youtube.com/watch?v=Ahg6qcgoay4</a>	
Noticing hypothesis	<ul style="list-style-type: none"> <li>• Input does not become intake for language learning unless it is noticed, that is, consciously registered" (Schmidt 1990, 2001)</li> <li>• What does lead to noticing? <ul style="list-style-type: none"> <li>• 1. Frequency</li> <li>• 2. Perceptual salience</li> <li>• 3. Instructional strategies</li> <li>• 4. Individual processing ability</li> <li>• 5. Readiness to notice</li> <li>• 6. Task demands</li> </ul> </li> </ul>
<b>Heidi Dulay &amp; Marina Burt</b>	
Natural order hypothesis	<p>Natural order hypothesis deals with two phenomena:</p> <ul style="list-style-type: none"> <li>• Grammatical Structure Sequencing and stages of Acquisition</li> <li>• Children acquire grammatical rules in a natural predictable order.</li> <li>• Some rules tend to be learned earlier than others.</li> </ul> <p>Examples: (grammar structure sequencing)</p> <ul style="list-style-type: none"> <li>• Present &amp; Past Progressive Verb Tense</li> <li>• Plural</li> <li>• Conjugation of the verb BE</li> <li>• Irregular simple past verb tense</li> <li>• articles</li> <li>• Regular simple past tense</li> <li>• Simple present verb and singular form</li> <li>• Possessive case</li> </ul> <p>Examples of stages of acquisition:</p> <ul style="list-style-type: none"> <li>• Preproduction</li> <li>• Early production</li> <li>• Speech emergence</li> <li>• Intermediate fluency</li> <li>• Advanced fluency</li> </ul>
<b>Robert Lado</b> <a href="https://www.youtube.com/watch?v=QvQbSZ5Q8Lk">https://www.youtube.com/watch?v=QvQbSZ5Q8Lk</a>	
Contrastive analysis hypothesis	<input type="checkbox"/> The systematic study of a pair of languages in order to identify their structural differences and similarities.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." –Charles Fries (1945—before the SLA field as we knew it was established)</li> <li><input type="checkbox"/> Demonstrates the ability to predict learner errors with the contrastive analysis of two languages based on the similarities and differences between the learner's first and second language.</li> </ul> <p><b><u>Positive transfer:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is transfer in learning of elements from the L1 to the target L2 → there are parallel structures in form, meaning and/or distribution.</li> <li><input type="checkbox"/> These are often the easiest and first acquired structures in the L2.</li> <li><input type="checkbox"/> For example: lenguajes Vs. languages</li> </ul> <p><b><u>Negative transfer (interference):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The differences in structure, form, meaning, and/or distribution from the L1 to the L2</li> <li><input type="checkbox"/> Has a negative effect on the learners progress in learning the L2 (especially in the early stages)</li> <li><input type="checkbox"/> (false cognates)/ Ex: assistir (to attend)/assist</li> </ul>
--	---

<b>Corder</b>	
Error analysis	By observation and analysis of the most frequent patterns in use of L2 helps in creating a systematic and orderly list of problems that require special consideration having into account not only the data from the contrastive analysis but also all the above listed factors in the language learning process.
<b>Selinker</b>	
Interlanguage	<p>Refers to the intermediate states of a learner's language as it moves toward the target L2</p> <ul style="list-style-type: none"> <li>● Influenced from L1 and L2 language systems</li> <li>● Creative process, driven by inner forces in interaction with environmental factors</li> </ul> <p>Third language system</p> <ul style="list-style-type: none"> <li>○ Different from L1 and L2</li> </ul> <p>L1 — ..... — L2</p> <p>Interlanguage</p>
<b>Schumann:</b>	
Acculturation Model	In second-language acquisition, the Acculturation Model is a theory proposed by John Schumann to describe the acquisition process of a second language (L2) by members of ethnic minorities that typically include immigrants, migrant workers, or the children of such groups.

This acquisition process takes place in natural contexts of majority language setting. The main suggestion of the theory is that the acquisition of a second language is directly linked to the acculturation process, and learners' success is determined by the extent to which they can orient themselves to the target language culture.

# Phonetics and Phonology

## **Phonetics** *n* **phonetic** *adj*

The study of speech sounds. There three main areas of phonetics:

1 **Articulatory phonetics** deals with the way in which speech sounds are produced. Sounds are usually classified according to the position of the lips and the tongue, how far open the mouth is, whether or not the vocal cords are vibrating, etc.

**2 Acoustic phonetics** deals with the transmission of speech sounds through the air. When a speech sound is produced, it causes minor air disturbances (sound waves). Various instruments are used to measure the characteristics of these sound waves.

**2 Acoustic phonetics** deals with the transmission of speech sounds through the air. When a speech sound is produced, it causes minor air disturbances (sound waves). Various instruments are used to measure the characteristics of these sound waves.

**3 Auditory phonetics** deals with how speech sounds are perceived by the listener.

For example, a listener may perceive:

a differences between the aspirated /p/ of /phɪt/ *pit* and the unaspirated /p/ of /tɪp/ *tip*.

b other differences in sound quality, e.g. between the “clear” /l/ of /laɪt/ *light* and the “dark” /l/ of /hɪl/ *hill*.

**Phonology** *n* phonological *adj*

1 another term for **phonemics**.

## **Phonemics** *n* **phonemic** *adj*

- 1 the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another.
- 2 procedures for finding the phonemes of a language.

The term “phonemics” has been used by American linguists, particularly in structural linguistics. Lately, the term phonology has been preferred.

- 3 the phonemic system of a language, as in a phrase like “the phonemics of English”.

## **Phonology** *n* phonological *adj*

- 1 another term for **phonemics**.
- 2 (for some linguists) a cover term for both phonetics and phonemics.
- 3 the establishment and description of the distinctive sound units of a language (phonemes) by means of distinctive features.

Each phoneme is considered as consisting of a group of these features and differing in at least one feature from the other phonemes, e.g.

/i:/            /u:/

+ high	+ high
– low	– low
– back	+ back
– round	+ round

Where the features + or – *high*, + or – *low*, + or – *back* refer to the position of the tongue in the mouth and + or – *round* to whether the lips are rounded or not.

## **Phonology** is also concerned with:

- a* the study of word-to-word relations in sentences; that is, how sound patterns are affected by the combination of words. For example, /gɪv/ *give* and /hɪm/ *him* may combine to /gɪvɪm/ *give him*.
- b* the investigation of intonation patterns.

## **UNRWA Education Reform Strategy ERS**

### **The vision of UNRWA's education programme**

"An UNRWA education system which develops the full potential of Palestine Refugees to enable them to be confident, innovative, questioning, thoughtful, tolerant and open minded, upholding human values and religious tolerance, proud of their Palestine identity and contributing positively to the development of their society and the global community"

**Why ERS:** a detailed external review of the education programme was undertaken during 2009. The review highlighted that the system of education at that time needed to be of higher quality, greater effectiveness, and increased efficiency. Its findings aligned with the perceptions of a diverse range of stakeholders whereby "UNRWA education is seen as not serving its ultimate beneficiaries, the Palestine refugees, as it should, by preparing them to develop their full potential to contribute to their individual, societal, regional and global development."

**Goal:** An UNWRA education programme which develops the full potential of Palestinian refugees under the difficult circumstances in which they live

**Outcome:** To ensure effective, efficient and quality education systems and structures

### **First: Individual capacity development**

#### **1. Curriculum and Student Assessment (Substantive Program)**

Output: Curricula to support holistic approach to learning and personal development strengthened

##### **a. HRCRT (human rights, conflict resolution and tolerance) Policy**

##### **b. Curriculum Framework (CF)**

- Field Level Analysis Tool for Competency Development (Students' 5Cs)
- Field Level Analysis Tool for Framework Principles (Curriculum 10 principles)

##### **c. MLA (Monitoring of Learning Achievement)**

- Arabic and math - Grade 4 and grade 8
- Assesses Students' performance levels, their understanding of content, and the level of their skills and competencies, including higher order thinking skills
- **Importance:** telling the Agency how its education programme is doing, providing insight into its quality and equity and helps UNRWA to better understand the nature of the learning that is going on in its classrooms and how this aligns with the aspirations of the Agency's Education Reform.

##### **d. HRCRT Teacher Toolkit & TOT**

##### **e. CF training package & TOT**

#### **2. Strategic Planning, Management and Projects (Support program)**

Output: Education Programme planning and management strengthened

##### **a. MTS (Medium Term Strategy) & FIPs (Field Implementation Plans)**

**MTS:** presents the Agency's strategic vision and objectives for its programmes and operations for the period 2016-2021, with the aim of maximizing its use of resources and the impact of UNRWA operations in serving refugees.

**FIP:** The Gaza Office's **Field Implementation Plan** for 2016-21 outlines how UNRWA will strive to provide Palestine refugees with the best level of essential humanitarian and development services given the current political, security, access and funding constraints.

**b. Common Monitoring indicators**

Working within the agency wide Results Based Monitoring (RBM) System, a Common Monitoring Framework for Education (CMF) has been developed. Here, core common education indicators which reflect the goals of the Agency, and reflect international definitions and standards have been endorsed by all Fields. (**Common Monitoring Matrix 2016-2021**) aim: School-aged children complete quality, equitable and inclusive basic education

**c. Reform Indicators M&E (monitoring and Evaluation) Strategy**

At two levels: **Fields and Headquarters**. The Agency's role is to try to ensure equity through on-going analysis of key indicators, adopting preventative measures and correcting disparities identified

**d. Perceptual Indicators & Survey**

**3. TVET (Technical and Vocational Education and Training) & Youth (Substantive Program)**

Output: Relevant and quality Technical Vocational Education and Training structures/programmes

**a. TVET Strategy**

It's about the need for reform to respond to recent trends in both TVET and the labour market and to align with UNRWA's overall Education Reform Strategy. The Reform will work to fulfil TVET role in providing knowledge and skills that can assist Palestine refugee youth in raising their productivity and increasing their personal incomes, thereby leading to overall raised living standards and stronger, more competitive economies.

**b. Placement and Career Guidance**

TVET Reform programme aims to improve employability for Palestine refugee youth. A TVET & Youth Strategy focuses on six priorities: Governance, Quality Assurance, Access, Sustainability, Training Approaches and Career Guidance and Placement.

**c. (Capacity Development – TVET staff)**

**d. (Blended Learning – TVET Program Development)**

**Second: Organisational level**

**1. Research & EMIS (Educational Management Information System) (Support program)**

Output: Evidence based policy making and informed decision-making at all levels

**a. Research Strategy**

For improvement to be evidenced-based, UNRWA ERS included systematic collection and analysis of data to measure educational efficiency, effectiveness and equity across the five fields. (two researches – drop-out and the effect of students number on achievement)

**b. (EMIS)**

EMIS will allow educationalists and management to track progress over time. Furthermore, EMIS will be integrated into the RBM to facilitate the cross-programmatic data collection and reporting for Field Implementation Plans.

**c. Classroom Observation & Drop-out studies**

**d. Research Briefs**

**2. Partnerships, Communication & ICT (Support program)**

Output: Partnerships, communication and use of education ICTs strengthened

**a. ICT in Education Strategy**

Strategic use of ICT in schools and ICT capacity building amongst teachers is also within the ERS. It is required in some Fields to facilitate the Agency wide school based Educational Management Information System (EMIS).

- b. Media production**
- c. SMS programme info system**
- d. ICT partnerships (CISCO, ICDL, Microsoft)**

### **Third: Legislative level**

#### **1. Inclusive Education (IE) (Substantive Program)**

Output: Equal access for all children to quality education regardless of gender, abilities, health conditions and socio-economic status.

##### **a. IE Policy**

It is to provide guidelines for Fields to determine how best to support children with Special Education Needs. Capacity development for teachers in the area of psychosocial support will be of particular significance and Education will work closely with Health and Relief and Social Services in developing policies and support strategies.

##### **b. IE Strategy**

Early Childhood Development (ECD)

##### **c. School Health Strategy**

##### **d. IE Advocacy Training Manual**

##### **e. Identification of Diverse Needs Toolkit**

This toolkit is a resource for teachers to identify and respond to the diverse needs of students. It helps in:

- Supporting the inclusive practices in the classroom
- Identifying and responding to individual needs
- Supporting students health, psychosocial and developmental needs
- Supporting students with disabilities

ES have a vital role in supporting and guiding teachers in implementing the inclusive practices in their classrooms. There are 19 tools: (See IE toolkit)

#### **2. Governance (Support program)**

Output: Effective educational governance system at all levels

##### **a. (UNRWA Accountability Framework)**

Governance is the way the rules, norms and actions are structured, sustained, regulated and held accountable. It is the processes of interaction and decision-making among the actors involved.

##### **b. (Education Gov. Framework)**

##### **c. Education Technical Instructions ETIs**

##### **d. Scholarship Programme**

#### **3. Teacher development and school empowerment (Substantive Program)**

Output: Professional, qualified and motivated teaching force and empowered schools.

##### **a. Teacher Policy**

##### **b. HR Directives**

##### **c. School Based Teacher Development (SBTD)**

SBTD: Transforming Classroom Practices (TCP) seeks to improve teaching and learning practices in the UNRWA classroom through developing interactive pedagogies or ways of teaching that will engage children more effectively in their learning.

**SBTD I: Grade 1-6:** 6 Open and Distance Learning modules

##### **1) Developing active pedagogies**

Unit 1: Creating a variety of active teaching and learning strategies.

Unit 2: Exploiting the local environment as a learning resource

Unit 3: The learner-centred, educationally stimulating, classroom environment

Unit 4: Developing professional knowledge and skills

**2) Learning focused classroom practices**

Unit 5: Expectations as the key to effective teaching and learning

Unit 6/7: Building successful communities of learning (double TDU)

Unit 8: Celebrating learning success

**3) Assessment for quality learning**

Unit 9: Strategies for developing learner centred assessment practices

Unit 10/11: Questioning techniques to promote formative assessment practice for student learning (double TDU)

Unit 12: New ways of recording progress in learning

**4) Teacher's role in promoting literacy and numeracy**

Unit 13: Literacy across the curriculum

Unit 14: Strategies for understanding and responding to information texts

Unit 15: Numeracy across the curriculum

Unit 16: Practical educational games to promote numeracy

**5) The inclusive approach to T&L**

Unit 17: Inclusive schools and classrooms

Unit 18: Identifying the diverse needs of learners

Unit 19: Supportive teaching and learning strategies in English

Unit 20: Planning for inclusive education in English

**6) Engaging parents in raising achievement**

Unit 21: Strategies for engaging and working with parents in the learning process

Unit 22: Establishing an achievement dialogue with parents

Unit 23–24: Professional Development and Moving Forward (double Unit)

**SBTD I: Grade 7-12:** 6 Open and Distance Learning modules for 4 subjects (Arabic, English, Mathematics and Science)

**1) Developing active pedagogies**

**2) Learning focused classroom practices**

**3) Assessment for quality learning**

**4) Subject-specific modules**

Unit 13: Developing listening skills

Unit 14: Developing reading skills

Unit 15: Developing fluency in spoken English

Unit 16: Developing writing beyond the textbook

**5) The inclusive approach to T&L**

**6) Engaging parents in raising achievement**

**d. Leading for the Future (LFTF)**

**LFTF:** will develop the practical leadership skills essential for the successful implementation of the UNRWA Reform Strategy. It consists of 4 modules:

- **Being a leader**
- **Leading a team**
- **Improving teaching and learning**
- **Appraising and managing staff performance**

It also has the (Change toolkit) that has 10 tools for planning, monitoring and assessing change.

# Two Types of Tests

---

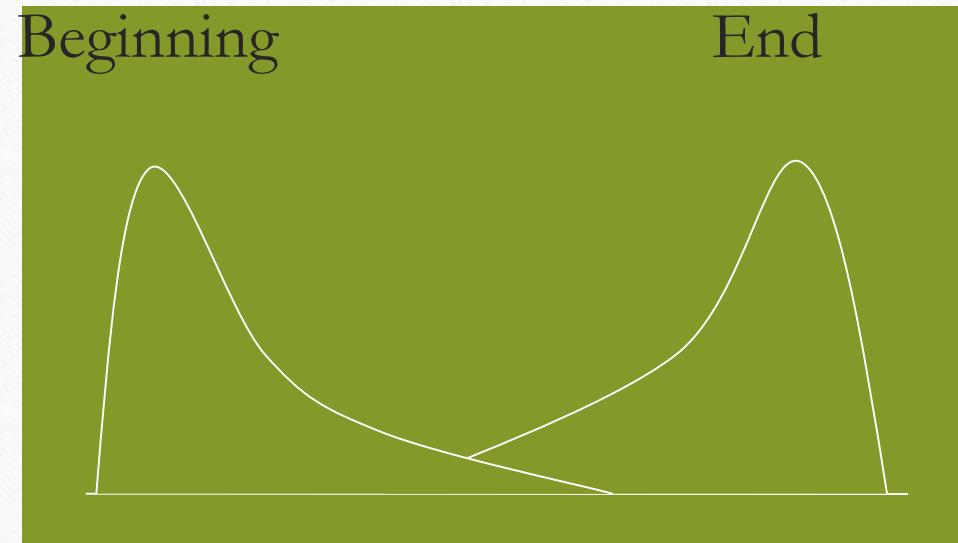
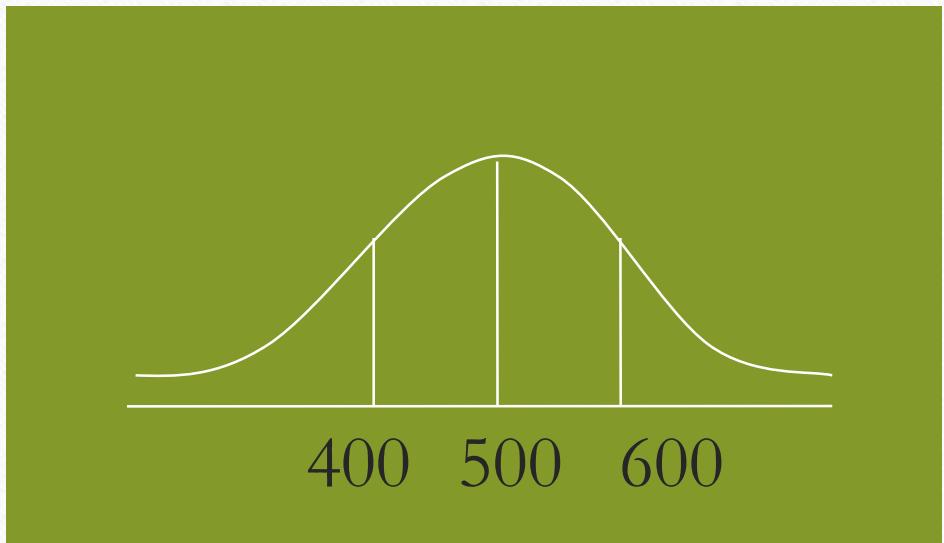
NRT vs. CRT

# NRT vs CRT

---

- Relative Scores
  - Percentiles & Ranking
  - How well compared to others?
  - Gatekeeping
  - EX: TOEIC, TOEFL
- Absolute Scores
  - Percentages
  - How well compared to criteria?
  - Achievement
  - EX: driving test, classroom tests

# NRT vs CRT



# NRT vs CRT: Test Structure

---

- A few, relatively long subtests
  - Variety of item contents
  - Students have little or no idea of content
  - Training in test types common
- Series of short, well-defined subtests
  - Similar item contents
  - Students know exactly what content to expect.
  - Training in test types uncommon

# Pett Peevers

BY JOEL PETT



# Testing Purposes: NRT

---

## Proficiency

- General items-no relationship to program.
- To rank students (gatekeeping)
- Comparisons across institutions
- Given before program entry / exit
- Spread of wide range of scores

## Placement

- Items from all levels & skills of program.
- Goal to find appropriate level
- Comparisons within program
- Given at beginning of program
- Narrow spread of scores

# Testing Purposes: CRT

---

## Achievement

- Terminal objectives of course
- Determine degree of learning for advancement / graduation
- Given at end of course
- Overall number and percentage of objectives learned.

## Diagnostic

- Terminal & enabling objectives of courses
- Inform Students & Teachers of objectives needing work
- Given at beginning or middle of courses
- Percentages of each objective

## **UNRWA Framework for Analysis and Quality Implementation of the Curriculum**

**Aim:** to provide a structure to support the analysis of teaching and learning materials and methods to ensure the development of enrichment materials and the implementation of a high quality curriculum in UNRWA schools, in line with the Education Reform Strategy ERS vision.

**Simply,** it underpins UNRWA's approach to curriculum provision and ensures that students receive a high quality education that is based on the host country curriculum and relevant to their lives as Palestinian refugees.

- **Why this Framework**

UNRWA operates in 5 fields and follows the curriculum of host country. This Framework provides an important element of commonality across the 5 fields and tries to analyse and enrich the host country's curriculum to ensure that the delivery:

1. Reflects UN values and the UNRWA ER vision
2. Is rooted in the Palestinian heritage and culture
3. Meets the learning needs of Palestine refugee students

**The UNRWA ERS along with the UNRWA Framework aim at:**

1. Developing the full potential of all Palestinian refugees
2. Supporting a holistic approach to learning and social development
3. Combining knowledge, skills and attitudes
4. Providing equal access to quality education
5. Promoting critical thinking and collaboration
6. Promoting active learning
7. Promoting a culture of human rights and tolerance

### **The Field Level Analysis Tool for Competency Development**

<b>Competency</b>	<b>Guidance</b>	<b>Rate</b>
<b>C1. Critical and Creative Thinking:</b> <ul style="list-style-type: none"><li>• HOTs, investigate, develop ideas, imagine, solve problems, evaluate</li></ul>	Ss ability to think for themselves and their life. Developing their own ideas and solving problems.	
<b>C2. Constructive learning:</b> <ul style="list-style-type: none"><li>• Set goals and monitor own progress</li><li>• Invite feedback and make changes</li><li>• Take initiative and work independently</li><li>• Persist when learning is difficult</li></ul>	This is about autonomy, students' responsibility for their own learning and development. It's about Ss having opportunities beyond textbooks. It's about being active learners. Work independently Set own goals Discuss work with others	
<b>C3. Communication and Literacy:</b> <ul style="list-style-type: none"><li>• Read fluently and critically</li><li>• Speak clearly and confidently</li><li>• Write and present a range of ideas</li><li>• Use different ways to communicate ideas</li></ul>	This is the heart of learning. It includes literacy (speaking, listening, reading and writing) and a range of visual and electronic media. Discuss work orally Write and present ideas Use a range of media Read and appraise materials beyond textbook	

<b>C4. Cooperation/Collaboration:</b> <ul style="list-style-type: none"><li>• Work collaboratively</li><li>• Be tolerant and respectful</li><li>• Adapt behaviour to others</li><li>• Negotiate and respond</li></ul>	Work together Teamwork and defined role Negotiate and network	
<b>C5. Citizenship:</b> <ul style="list-style-type: none"><li>• Social responsibilities</li><li>• Environmental awareness</li><li>• Cultural awareness</li><li>• Respect UN values and human rights</li></ul>	Setting subjects within the wider social context. Giving students a sense of membership of the society. Recognize the rights of others.	

Rating the curriculum component based on the 5 competencies:

- 1 = change is needed
- 2 = adaptation is needed
- 3 = no action needed

#### The Field Level Analysis Tool for the Framework Principles

Principle		Rate
P1. Understanding and application, not just memorization	HOTs	
P2. Active, practical, encourages independent thinking and creativity	HOTs & active learning	
P3. Relevant to Ss' lives particularly as Palestinians	Authentic	
P4. Provides variety of teaching and learning approaches	Varied approach	
P5. Integrates learning. Connects to other subjects	Integrated, spiral	
P6. Inclusive, learning opportunities for all	Inclusive	
P7. Personal development and wellbeing	Health, emotions, life skills	
P8. Non biased in terms of gender, disability and ethnicity	Neutral	
P9. Values Palestinian culture, heritage and identity	Citizenship	
P10. Reflects UN values	Respect, tolerance, inclusion, diversity, human rights, nonviolence, justice	

#### The school level analysis of curriculum materials

This focuses on two main aspects:

- The way in which the curriculum supports the development of the 5 student competencies
- The extent to which learning is **inclusive**, reflects UN values, and is relevant to students' lives

Principles related to inclusiveness, Palestinian context, and UN values should be given priority in the (School Level Analysis) since the other aspects have already been considered by the Field Level Analysis. The role of the school is to make sure these aspects are taken into account in teaching.

P4, P6, P8, P9 and P10 are about inclusiveness so they should be highly emphasised.



txtng: the gr8 db8

DAVID CRYSTAL

# txtng

the gr8 db8



OUP, 2009

Copyrighted Material

Poet laureate Duffy says texting is the new poetry

Text Novel

# Writing

- Evolution of writing: from pictures to alphabets
- Types of writing systems
- Effects of writing on speech

# Why was writing invented?

# Evolution of writing



North Hegman Lake, Minnesota



**Pictography**--expression and communication by means of pictures and drawings having a communicative aim. These pictures and drawings are called **pictographs**.

Pictographs that are drawn or painted on rocks are known as **petroglyphs**.



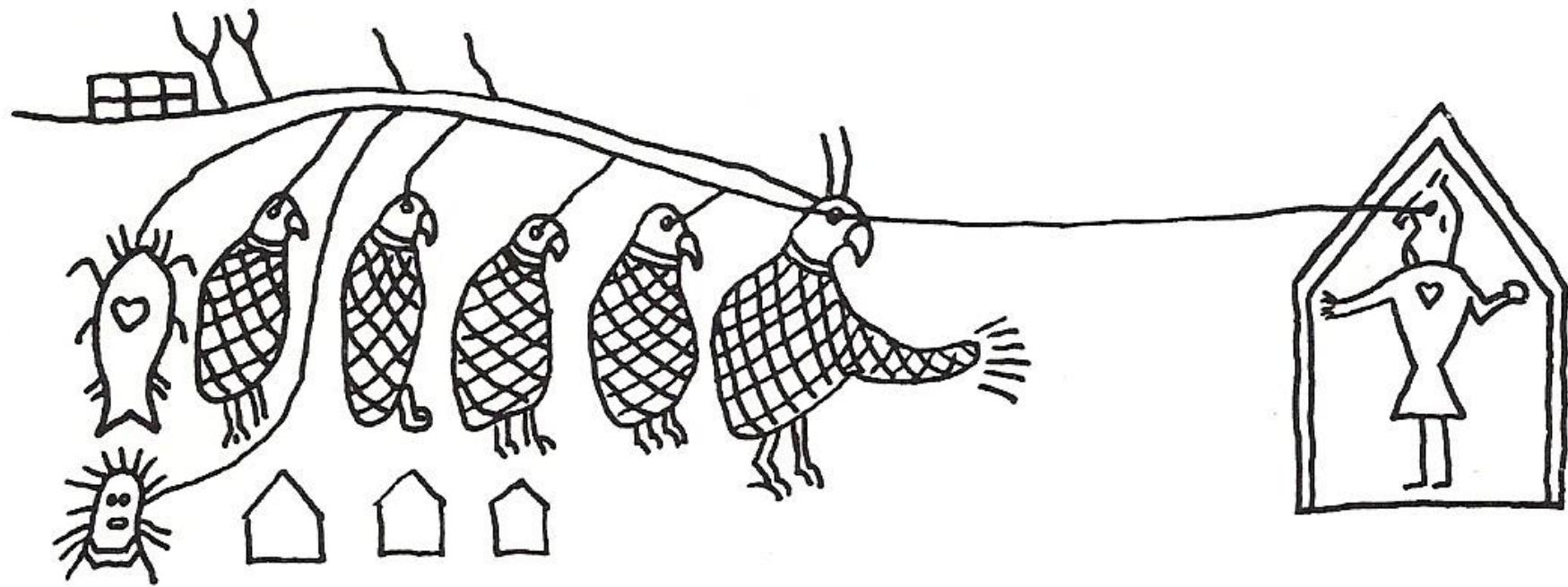


Karta River, Alaska

Pictographs that are incised or carved on rocks are called **petroglyphs**.



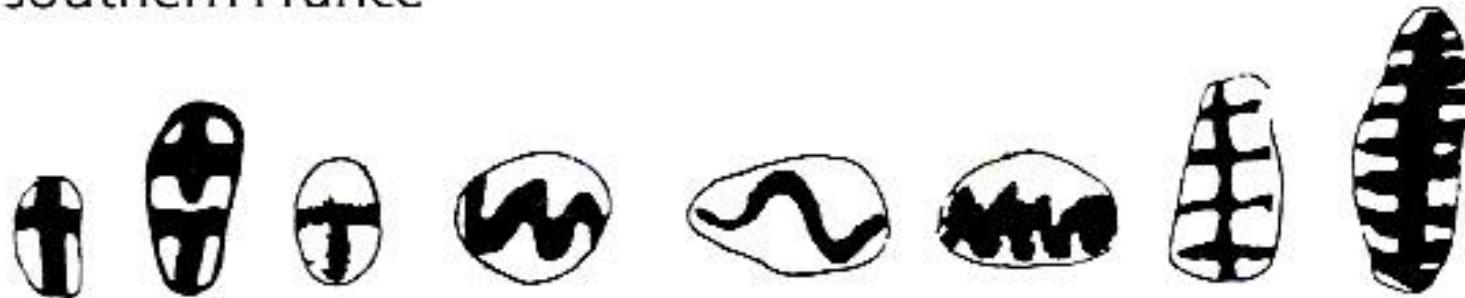
Petrified Forest, Arizona



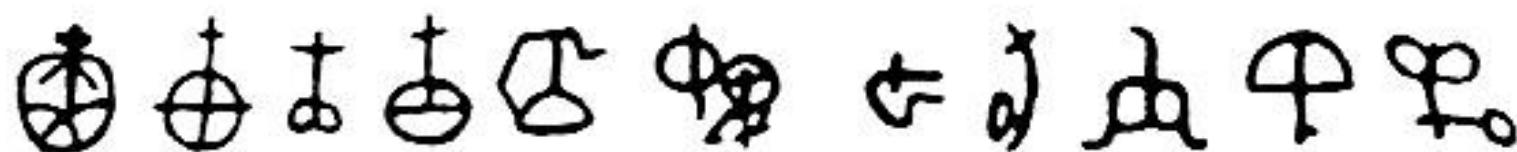
Thomas Pyles. *Origins and Development of the English Language*, 1971

## PRIMITIVE PICTURE-WRITING

(i) Coloured river pebbles from the Azilian culture of southern France



(ii) Geometric signs on stones found in Spain



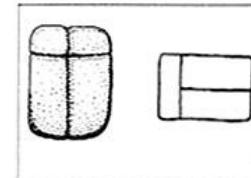
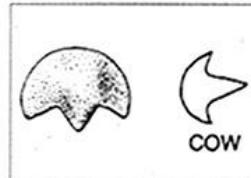
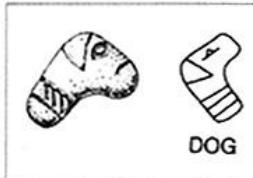
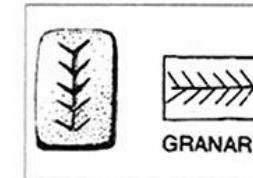
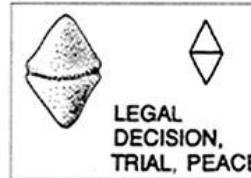
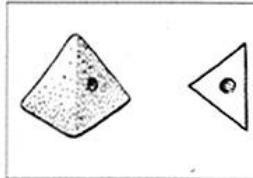
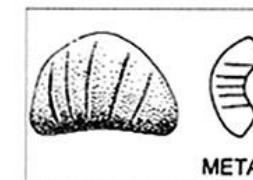
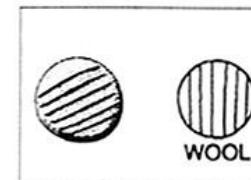
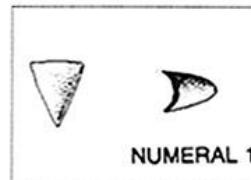
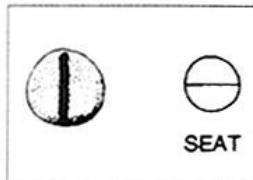
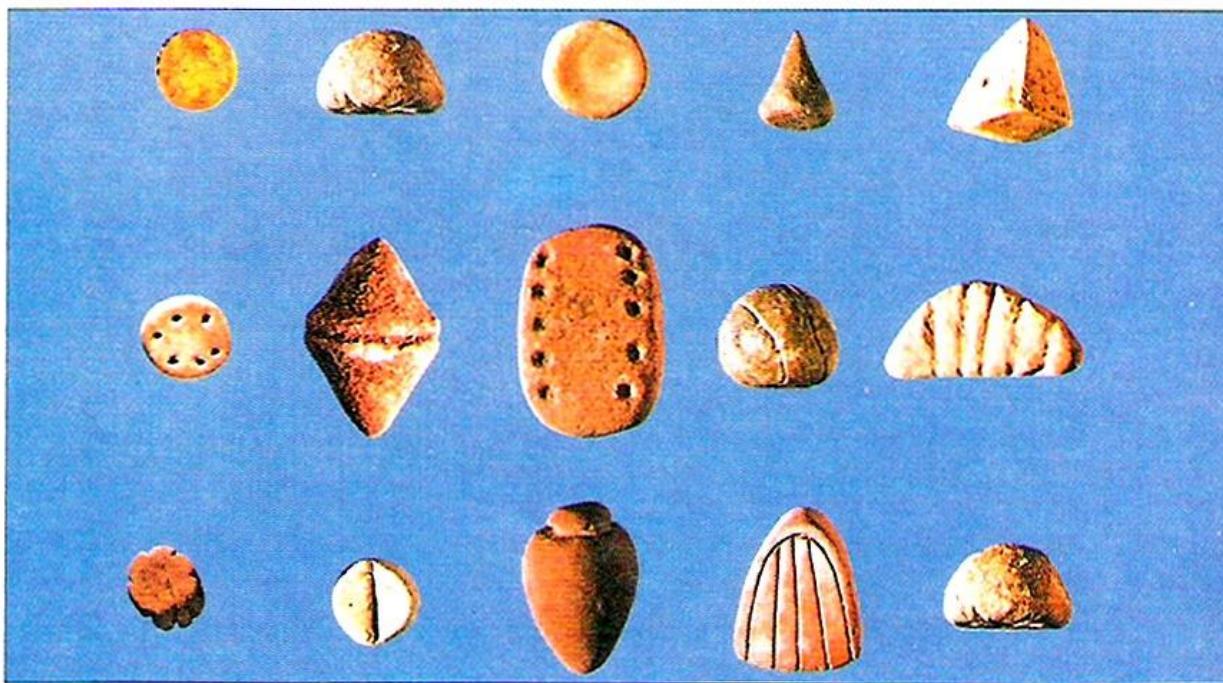
(iii) Various patterns found in California



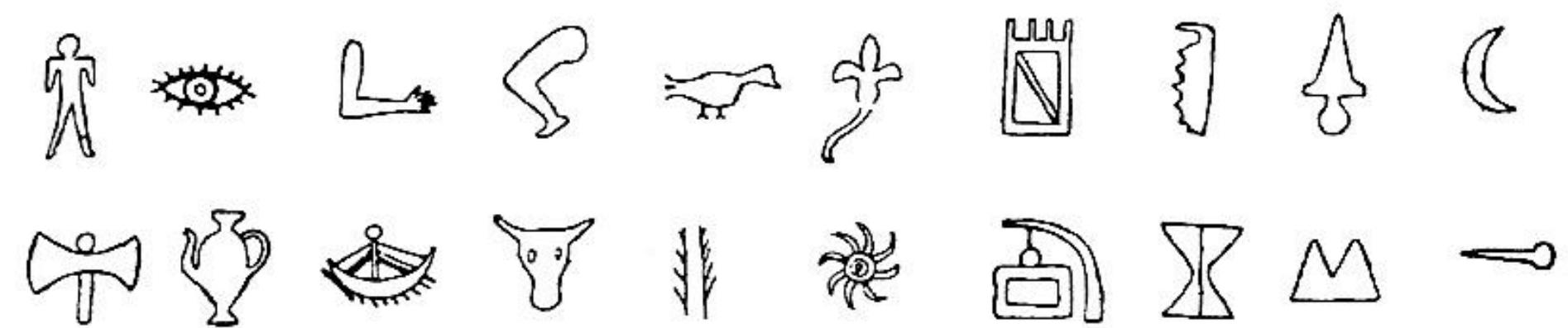
## CLAY TOKENS



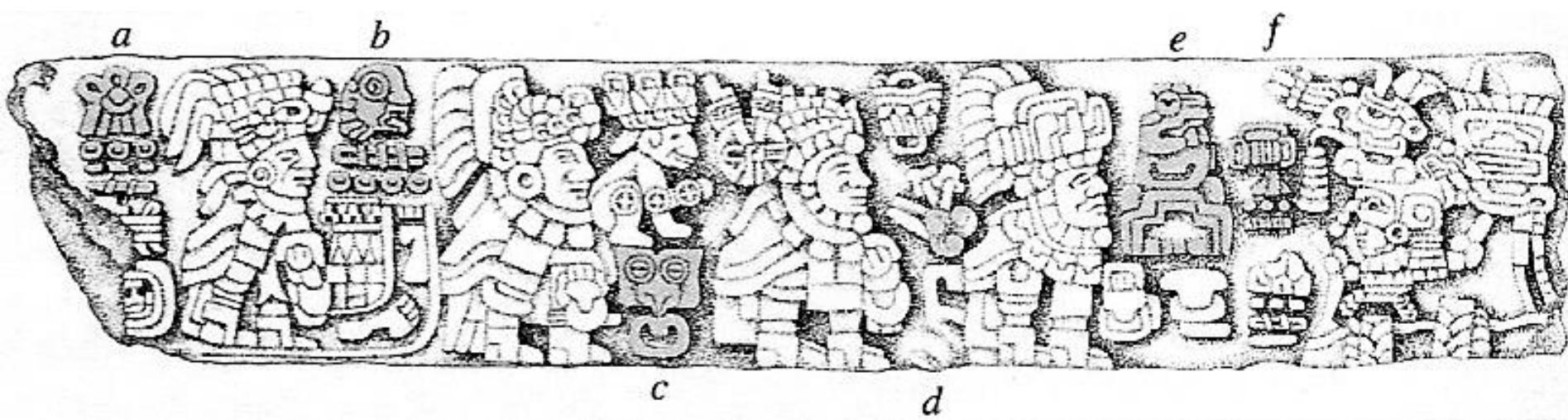
## CLAY TOKENS











## *Think-Pair-Share:*

- Do we still use pictographs today?
- If we do, can you think of a few examples?



A pictograph that stands for an individual idea or meaning may be called an **ideogram**.

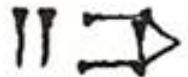


A pictograph that stands for an individual word is called a **logogram**.

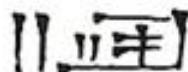
# Sumerian Cuneiform



# Sumerian Cuneiform



two bulls



two lambs



four sheep

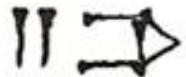


seventeen pastured bulls

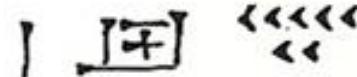


ten fattened bulls

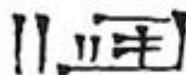
# Sumerian Cuneiform



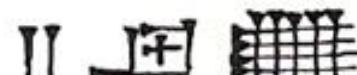
two bulls



?



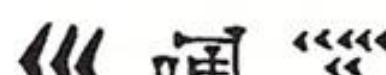
two lambs



?



four sheep



?



seventeen pastured bulls

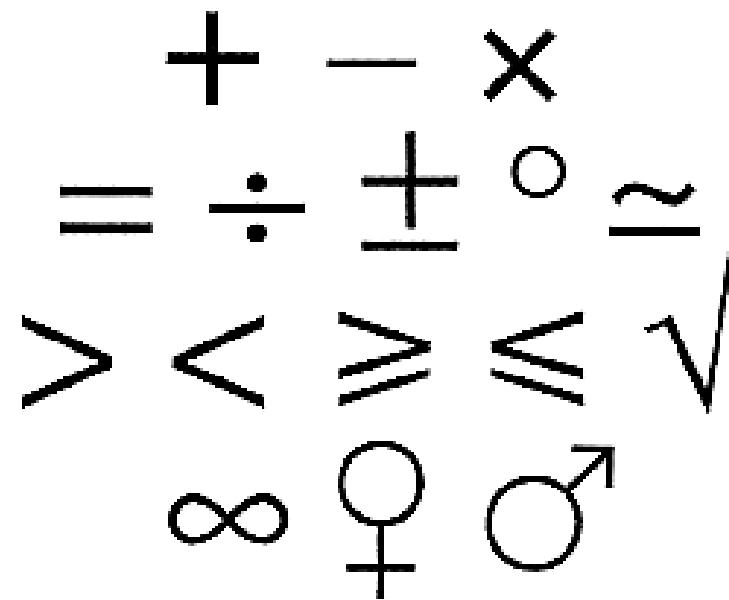


ten fattened bulls

# *Think-Pair-Share:*

- Do we still use logograms today?
- If we do, can you think of a few examples?

# MODERN LOGOGRAMS

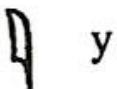


$$f(z) = \int_{-1}^{1-\eta} e^{zt} \varphi(t) dt + \int_{1-\eta}^1 e^{zt} \varphi(t) dt = l_1 + l_2$$

**Hieroglyph** is a character used in a system of pictorial writing, particularly that form used on ancient Egyptian monuments. Hieroglyphic symbols may represent the **objects** that they depict but usually stand for particular **sounds** or groups of sounds. Hieroglyph, meaning “sacred carving,” is a Greek translation of the Egyptian phrase “the god's words.”

# Egyptian Hieroglyphics

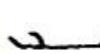
## PHONOGRAMS AND TRANSLITERATION



y



m

 ' (a glottal sound)  n



w



r



b



h



p



t

## IDEOGRAMS AND MEANING



sun



light, shine



heaven



moon

## HIEROGLYPHS



## TRANSLITERATION

wbn r' m pt

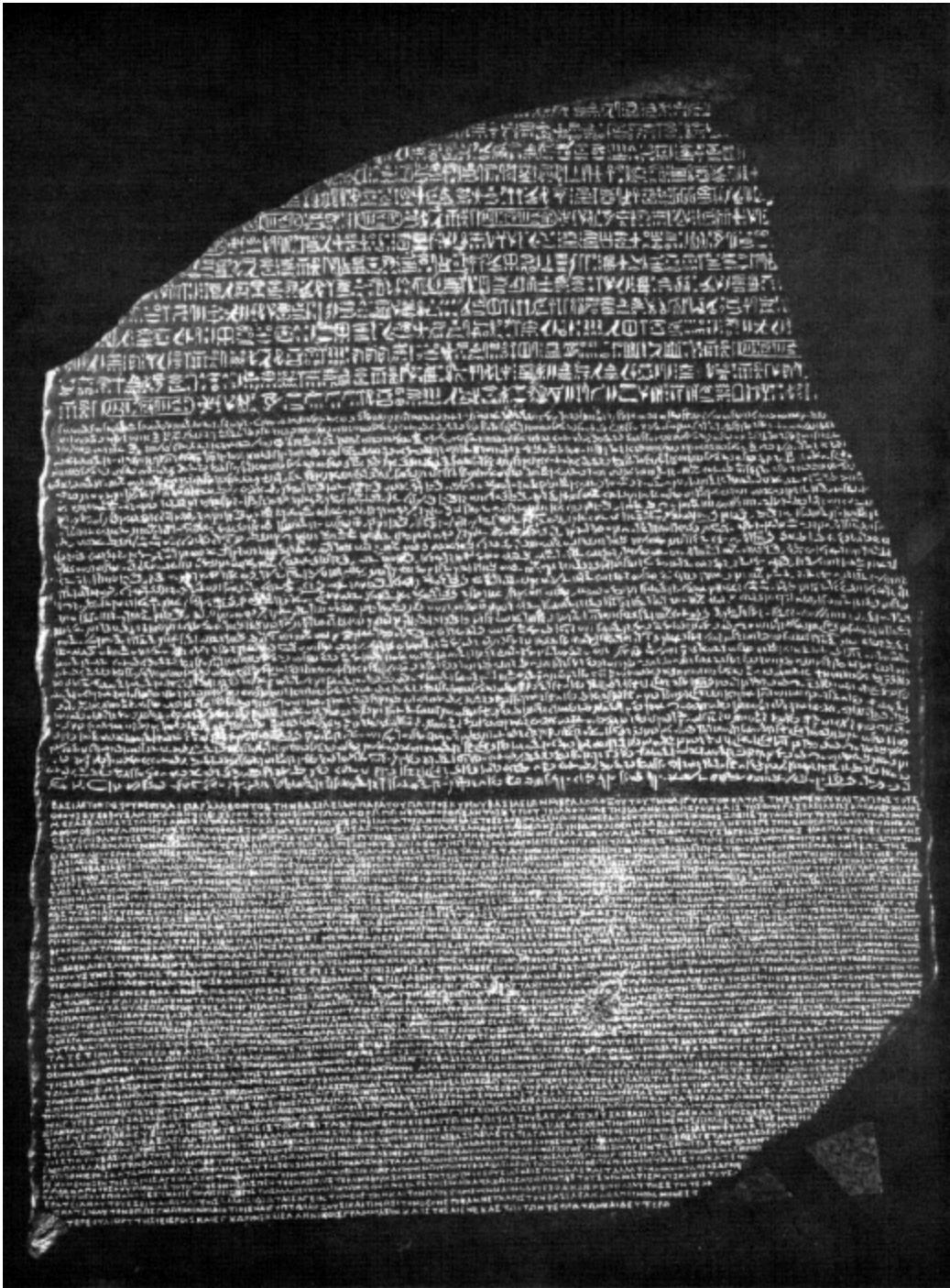
## TRANSLATION

The sun rises in the sky.



yw r' m pt

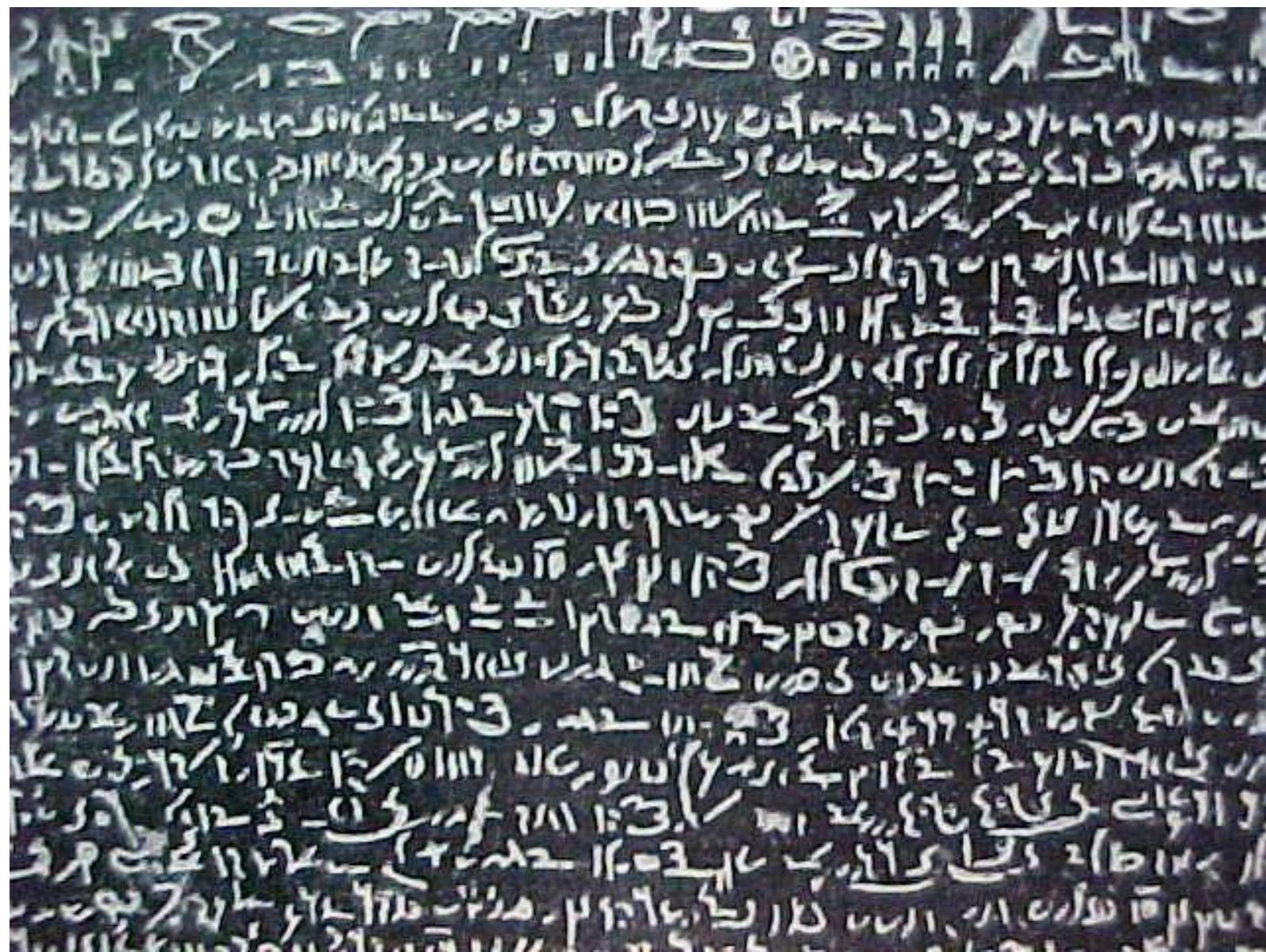
The sun is in the sky.



# Hieroglyphs



# Demotic



# Greek

The image shows a dark, rectangular object with faint, illegible white markings, possibly a fragment of ancient Greek pottery or a stone tablet. The markings appear to be in a classical Greek script, though they are not clearly legible.



**Jean-François Champollion 1790-1832**



MONACO

500

1790-1990 JEAN-FRANÇOIS CHAMPOILLION 1990



# DEATH

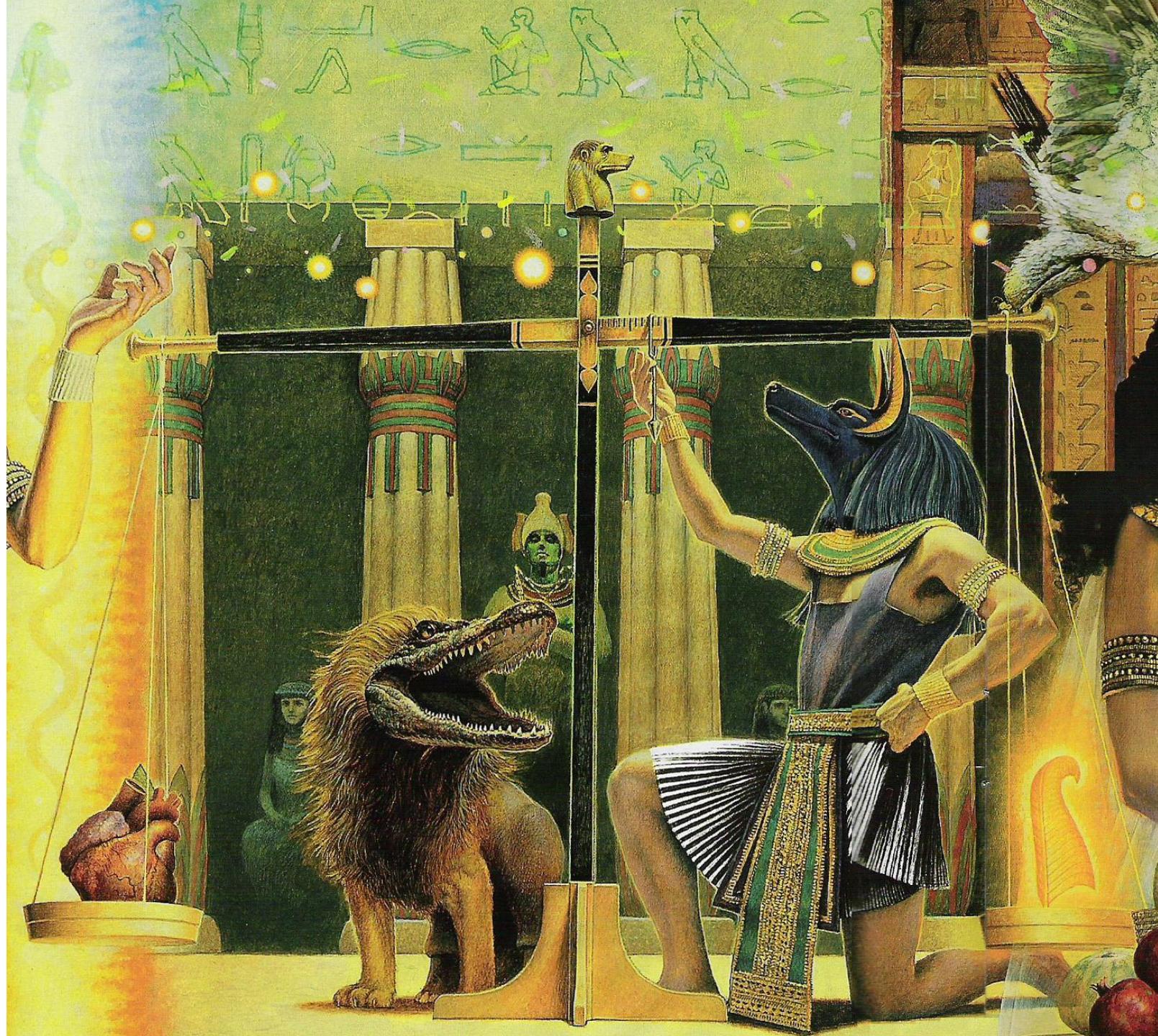
*Hieroglyph translation: Raise yourself. You have not died. Your life force will dwell with you forever.*





# JUDGMENT

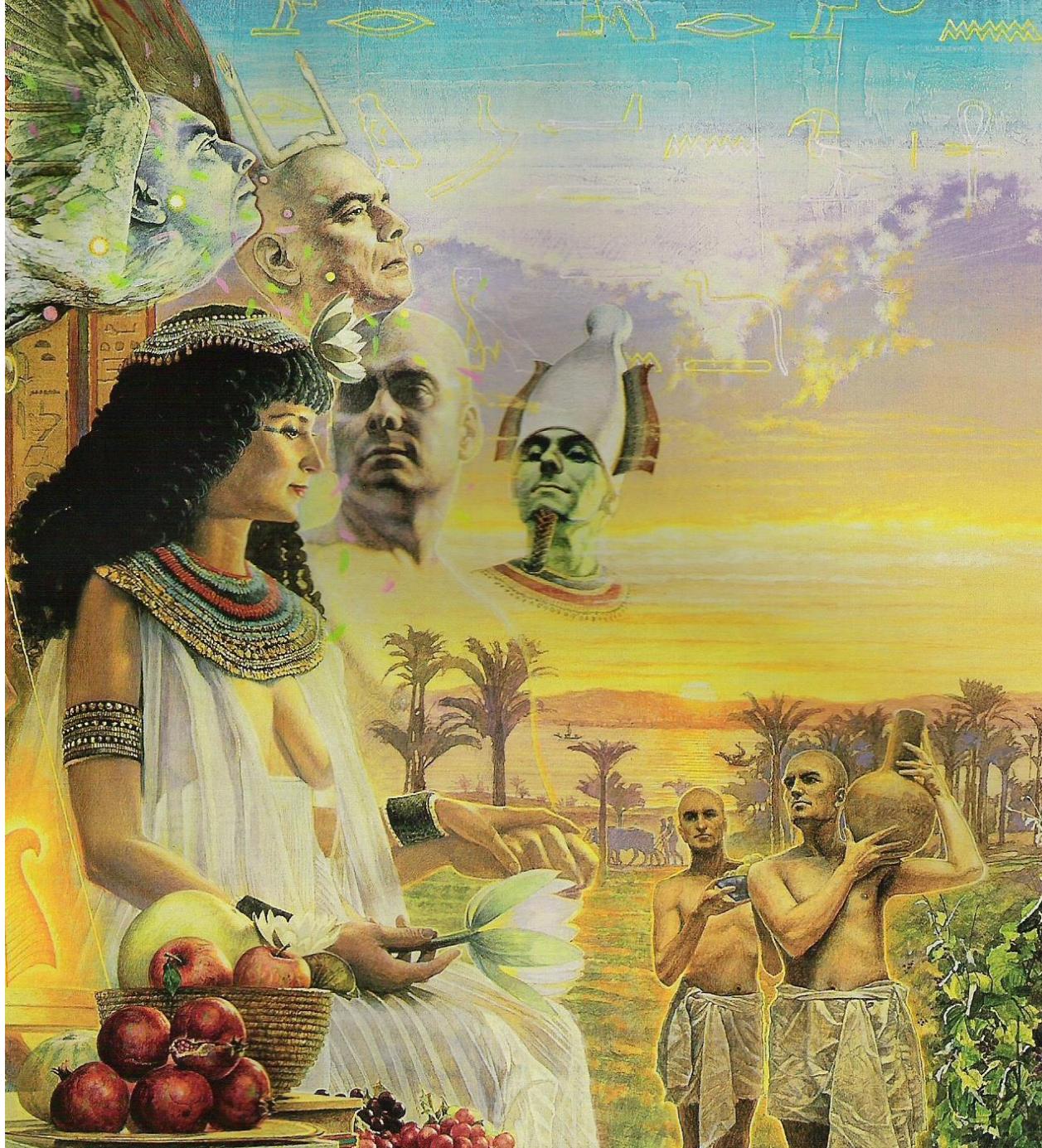
*Hieroglyph translation: Oh my heart that I have had  
when on Earth, don't stand up against me as a witness,  
don't make a case against me beside the great god.*





# ETERNITY

*Hieroglyph translation: I have come forth in this day-time in my true form as a living spirit. The place of my heart's desire is among the living in this land forever.*



From *National Geographic*, October 2002

**Syllabary**--a set of written symbols used to represent the syllables of the words of a language. Writing systems that use syllabaries wholly or in part include Japanese, Cherokee, the ancient Cretan scripts, and various Indic and cuneiform writing systems.

Blvd

Blvd

gvnmt

## CYPRIOT

	a	e	i	o	u
	*	*	*	ꝝ	ꝑ
y	◊			ꝝ	
w	ꝝ	ꝑ	ꝝ	ꝑ	
r	ꝑ	ꝑ	ꝑ	ꝑ	ꝑ
l	ꝝ	ꝑ	ꝑ	+	ꝑ
m	ꝝ	ꝑ	ꝝ	ꝑ	ꝝ
n	ꝑ	ꝑ	ꝑ	ꝑ	ꝑ
p	‡	ꝑ	ꝑ	ꝑ	ꝑ
t	ꝑ	ꝑ	ꝑ	ꝑ	ꝑ
k	ꝑ	ꝑ	ꝑ	ꝑ	ꝝ
s	ꝑ	ꝑ	ꝑ	ꝝ	ꝑ
z	ꝝ <sup>za?</sup>			ꝝ	
x	ꝑ	ꝑ			

# KATAKANA

ア	カ	ガ	サ	ザ	タ	ダ	ナ	ハ	バ	パ	マ	ラ
a	ka	ga	sa	za	ta	da	na	ha	ba	pa	ma	ra
イ	キ	ギ	シ	ジ	チ	ヂ	ニ	ヒ	ビ	ピ	ミ	リ
i	ki	gi	shi	ji	chi	ji	ni	hi	bi	pi	mi	ri
ウ	ク	グ	ス	ズ	ツ	ヅ	ヌ	フ	ブ	プ	ム	ル
u	ku	gu	su	zu	tsu	zu	nu	fu	bu	pu	mu	ru
エ	ケ	ゲ	セ	ゼ	テ	デ	ネ	ヘ	ベ	ペ	メ	レ
e	ke	ge	se	ze	te	de	ne	he	be	pe	me	re
オ	コ	ゴ	ソ	ゾ	ト	ド	ノ	ホ	ボ	ポ	モ	ロ
o	ko	go	so	zo	to	do	no	ho	bo	po	mo	ro
ヤ	キヤ	ギヤ	シヤ	ジヤ	チャ	ヂヤ	ニヤ	ヒヤ	ビヤ	ピヤ	ミヤ	リヤ
ya	kyä	gyä	sha	ja	cha	ja	nya	hya	bya	pya	mya	rya

**Alphabet**--set of graphs, or characters, used to represent the phonemic structure of a language. In most alphabets the characters are arranged in a definite order, or sequence (e.g., A, B, C, etc.).

# Anglo-Saxon runic alphabet (futhorc)

F Ð P M R T X P N

T I Ø L C Y H U B

M M R X Ø K F F

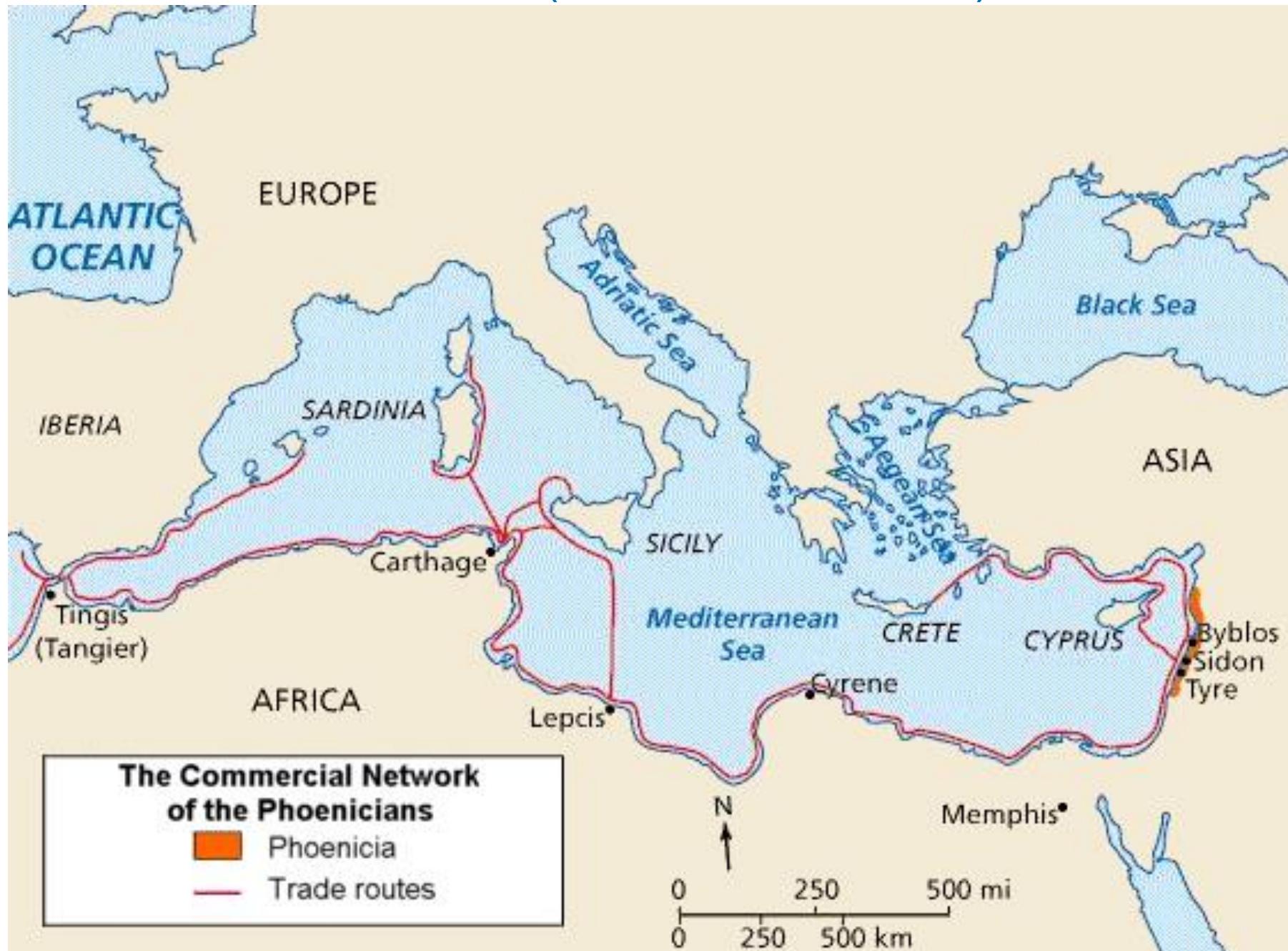
A T \* | X X H M

Ih ƿeru miþ ƿitƿæf ƿintumþið  
ic wæs miþ blodæ bistemid  
*I was with blood bedewed*



# Latin Alphabet

# Phoenicia (1200 BC–539 BC)



# Phoenician alphabet (Phoenician, a Northern Semitic language)

א ב ג ד ח י ו

כ ה צ ו ש א ז

כ ב ד א ו ז מ נ

A

a

### Majuscule

North Semitic	Greek	Latin	Modern italic	Modern Roman
ק	Α	Α	Α	Α

### Minuscule

Roman cursive	Roman uncial	Carolingian	Modern italic	Modern Roman
λ	λ	λ	λ	λ

B  
b

### Majuscule

<i>North Semitic</i>	<i>Greek</i>	<i>Latin</i>	<i>Modern italic</i>	<i>Modern Roman</i>
ג	ᾳ	Β	Β	Β

### Minuscule

<i>Roman cursive</i>	<i>Roman uncial</i>	<i>Carolingian</i>	<i>Modern italic</i>	<i>Modern Roman</i>
ȝ	Β	ϛ	ϛ	ϛ

F

f

### Majuscule

North Semitic	Greek	Latin	Modern italic	Modern Roman
𐤁	Ϛ	F	F	F

### Minuscule

Roman cursive	Roman uncial	Carolingian	Modern italic	Modern Roman
f	F	f	f	f

Modern Roman	Arabic			Greek			Hebrew			Cyrillic (Russian)		
	Letter	Name	Transliteration	Letter	Name	Transliteration	Letter	Name	Transliteration	Letter	Transliteration	
A	a	ا	alif	'	A	a	alpha	א	aleph	- or ?	А а	а
B	b	ب	ba	b	B	β	beta	ב	beth	b,v	Б б	б
C	c	ت	ta	t	Γ	γ	gamma	ג	gimel	g	В в	v
D	d	ث	th	th	Δ	δ	delta	ד	daleth	d	Г г	г
E	e	ج	jim	j	E	ε	epsilon	ֵ	he	h	Д д	д
F	f	ه	ha	h	Z	ζ	zeta	ֶ	vav, waw	v,w	Е е	e,ye
G	g	خ	kha	kh	H	η	eta	ַ	zayin	z	Ж ж	zh
H	h	د	dal	d	Θ	θ	theta	ָ	heth	h	З з	z
I	i	ر	dhal	dh	I	ι	iota	ִ	tetsh	t	И и	i
J	j	ز	ra	r	K	κ	kappa	ְ	yod	y,j,i	Й й	и, i
K	k	س	zay	z	L	λ	lambda	ׁ			К к	k
L	l	ل	sin	s	M	μ	mu				Л л	l
M	m	م	sin	s	N	ν	nu				М м	m
N	n	ن	sin	s	P	ρ	rho				Н н	n

# Swedes add a letter to their dictionary



STOCKHOLM — The letter "W" has entered the mainstream of the Swedish language, getting its own section for the first time in the country's most respected dictionary.

While "W" has long been a letter in other Nordic languages, Swedish linguists have viewed it as a lesser sibling of "V," as the two letters are pronounced identically in Swedish.

The few Swedish words that use "W" have generally been borrowed from other languages — such as "watt," "walkie-talkie" and the "World Wide Web" — and have so far always been lumped under the "V" section in dictionaries.

But the Swedish Academy, considered the guardians of the Swedish language, decided it was time for "W" to get its due. The change for the letter, called "double-v" in Swedish, means that the Swedish language now has 29 letters instead of 28.

# de-hyphenated

- The well-intentioned punctuation mark is being erased from the newest English language authority.

The Shorter Oxford English Dictionary, the scaled-down, two-volume version of the mammoth 20-volume OED, just got a little shorter. With the dispatch of a waiter flicking away flyspecks, the editor, Angus Stevenson, eliminated some 16,000 hyphens from the new sixth edition. **Why?** "People are not confident about using hyphens anymore," the editor said.

"They're not really sure what they're for."

**What's out?** Getting the heave are most hyphens linking the halves of a compound noun. Some are becoming one word (bumblebee, chickpea, pigeonhole and crybaby), others two (ice cream, fig leaf, hobby horse and water bed). That ice cream and bumblebee ever had hyphens to begin with suggests an excess of fussiness on the part of older lexicographers, and may explain some of Stevenson's annoyance.

**The details:** The dictionary,

published last month, is not dropping all hyphens. The ones in certain compounds remain ("well-being," for example), as do those indicating a word break at the right-hand margin, the use for which the versatile little punctuation mark — a variation on the slash, the all-purpose medieval punctuation — was invented in the first place.

**Punctuating history:** Hyphens are records of how the language changes, and in the old days, before the Shorter Oxford got into the sundering business, they indicated a sort of halfway point, a way station in the progress of a new usage. Two terms get linked together — "cell-phone," let's say — and then over time that little hitch is eroded, worn away by familiarity. In a few years, for example, people will be amused to discover that "email" used to be "e-mail."

NEW YORK TIMES

Click on the picture  
to read the original  
article

h

# Effects of writing on speech

- The permanence of writing (allows repeated reading and close analysis)

- The permanence of writing (allows repeated reading and close analysis)
- The participants in written communication cannot usually see each other (they cannot rely on the context)

- The permanence of writing (allows repeated reading and close analysis)
- The participants in written communication cannot usually see each other (they cannot rely on the context)
- Written language tends to be more formal than spoken language and is likely to provide the standard that society values.

In 1476 William Caxton (c.1422 - c.1491), established a printing press at Westminster. A year later, the first English book published in England, *Dicte or Sayengis of the Philosophres*, was printed. His press is also famous for two editions of Chaucer's *Canterbury Tales*, Gower's *Confession Amanties* and Malory's *Morte d'Arthur*.

Caxton printed over 100 books in his lifetime; he also was the translator for many of the books he published, using his knowledge of French, Latin and Dutch.



I...was born & lerned myn Engliss  
in Kente in the Weeld, where I  
doubte not is spoken as brode and  
rude as in ony place in Englond.

William Caxton

englissh tonge / I thought in my self hit sholdy be a good  
resynnes to translate hym in to oure englissh / to thende  
that hym myght be hidry as well in the ropane of Eng-  
soudy as in other landes / and also for to passe therwyth  
the tyme . and thus concludedy in my self to begynne this  
sayd wyrke / And forthwith toke penne andynke and  
began boldly to renne forth as blunde bayardy in thy s  
presente werke whiche is namedy the recuyell of the  
troian histories And afterward whan I remembryd  
my self of my simplicenes andy vyperfighnes that I hady  
in botch langages / that is to wete in frenshe & in englissh  
for in france was I never / andy was born & lerned myn  
englissh in kente in the weelsy wherre I doubt not is spo-  
ken as brode and rude englissh as is in ony place of eng-  
soudy & haue contynued by the space of . xxx . yere for the  
most parte in the contrees of Brabant . flandres . holandy

# Effects of writing on speech

- Writing acts as a brake on changes in the spoken language

# Effects of writing on speech

- Writing acts as a brake on changes in the spoken language
- Writing tends to spread changes from one area to another

# Effects of writing on speech

- Writing acts as a brake on changes in the spoken language
- Writing tends to spread changes from one area to another
- Modifies pronunciation of words (e.g. Thames)

# Effects of writing on speech

- Writing acts as a brake on changes in the spoken language
- Writing tends to spread changes from one area to another
- Modifies pronunciation of words (e.g. Thames)
- Slows down the development of dialects

# Reasons for writing

- Speech is limited in time and space
  - Once an utterance has been made, it's gone forever; its contents is dependent on human memory
  - Writing is as permanent as the materials used in producing it
  - Writing can be done on portable materials and carried to distant locations
- Writing was invented for practical reasons (e.g. commercial record-keeping)
- Writing was used to preserve the exact wording of sacred texts

# **Evolution and types of writing**

**Pictography**--expression and communication by means of pictures and drawings having a communicative aim. These pictures and drawings are called **pictographs**.

Pictographs that are drawn or painted on rocks are known as **petroglyphs**.

Pictographs that are incised or carved on rocks are called **petrograms**.

A pictograph that stands for an individual idea or meaning may be called an **ideogram**; if a pictograph stands for an individual word, it is called a **logogram**.

**Syllabary**--a set of written symbols used to represent the syllables of the words of a language. Writing systems that use syllabaries wholly or in part include Japanese, Cherokee, the ancient Cretan scripts, and various Indic and cuneiform writing systems.

**Alphabet**--set of graphs, or characters, used to represent the phonemic structure of a language. In most alphabets the characters are arranged in a definite order, or sequence (e.g., A, B, C, etc.).

# Effects of writing on speech

- Writing acts as a brake on changes in the spoken language
- Writing tends to spread changes from one area to another
- Modifies pronunciation of words (e.g. Thames)
- Slows down the development of dialects

**Allomorphs** are different forms of the same **morpheme**, or basic unit of meaning. These can be different pronunciations or different spellings.

a past tense morpheme is **-ed**. It occurs in several allomorphs depending on its phonological environment, assimilating voicing of the previous segment or inserting a **schwa** when following an alveolar stop:

- as /əd/ or /ɪd/ in verbs whose **stem** ends with the alveolar stops /t/ or /d/, such as 'hunted' /hʌntɪd/ or 'banded' /bændɪd/
- as /t/ in verbs whose stem ends with voiceless phonemes other than /t/, such as 'fished' /fɪʃt/
- as /d/ in verbs whose stem ends with voiced phonemes other than /d/, such as 'buzzed' /bʌzd/

Any of the variant forms of a morpheme. For example, the phonetic (s) of *cats* (käts), (z) of *pigs* (pěgz), and (ž) *horses*(hôr'sžz) are allomorphs of the English plural morpheme.

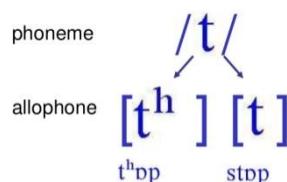
### 3.2 Morph & Allomorphs



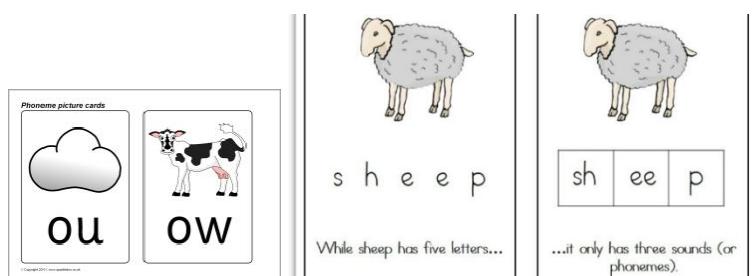
**Allophones** are phonetic variations - different pronunciations - of the same phoneme. Using a different allophone does not change meaning.

One of two or more variants of the same phoneme the aspirated \p\ of pin and the un-aspirated \p\ of spin are allophones of the phoneme \p\

- |        |        |              |
|--------|--------|--------------|
| • Pen  | [pʰen] | aspirated    |
| • Stop | [stɒp] | un-aspirated |
| • Top  | [tʰɒp] | aspirated    |
| • Bat  | [bæt]  | un-aspirated |
| • King | [kʰɪŋ] | aspirated    |
| • Back | [bæk]  | un-aspirated |



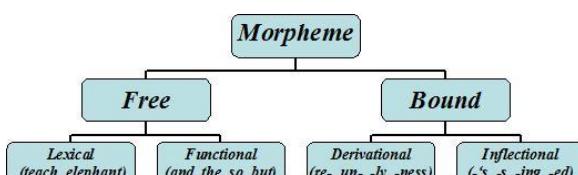
**Phonemes** are the smallest units of sounds in a language. If a phoneme is **changed**, the word may change, e.g. change the l sound in 'lack' to a b and the word changes to 'back'.



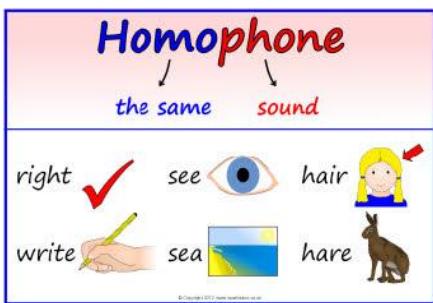
A **morpheme** is the smallest single unit of language that has meaning.

## Unkindness

↓      ↓      ↓  
Prefix    Root    Suffix



A **homophone** is a word that has the same sound as another word but different meaning and spelling. This can be compared with a homonym, which has the same spelling and sounds the same but has a different meaning.



**Homograph** is a word of the same written form as another but of different meaning and usually origin, whether pronounced the same way or not, as bear 1“to carry; support” and bear 2“animal” or lead 1“to conduct” and lead 2“metal.”.

Homonym		
Homograph	Homophone	
homo means 'the same'  <b>bow</b>	homo means 'the same'  <b>tear</b>	
 <b>record</b>	 <b>rite</b>	
 <b>ght</b>	 <b>knight</b>	
	 <b>night</b>	
	 <b>see</b>	
	 <b>sea</b>	

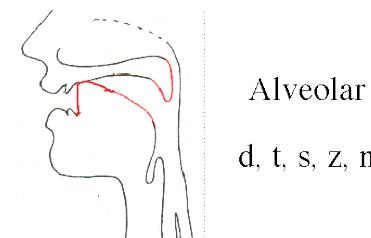
### Homographs

- Homographs are words that may or may not sound alike but have the same spelling but a different meaning.

Example:

Read and Read  
Tire and Tire  
Tone and Tone

**Alveolar consonants** are consonant sounds that are produced with the tongue close to or touching the ridge behind the teeth on the roof of the mouth. The name comes from alveoli - the sockets of the teeth.



**A diphthong** is a one-syllable sound that is made up of two vowels. In Received Pronunciation English there are eight diphthong sounds.

<b>iθ</b> here	<b>eɪ</b> wait
<b>ʊθ</b> tourist	<b>ɔɪ</b> boy
<b>eə</b> hair	<b>aɪ</b> my
	<b>əʊ</b> cow

**The glottal stop** is a consonant sound produced when the flow of air is stopped by the glottis closing, and then released. Many languages use glottal stops, often much more than in English.

Velar Stop

/k/ ← voiceless  
("kill")

/g/ ← voiced  
("gill")

Glottal Stop

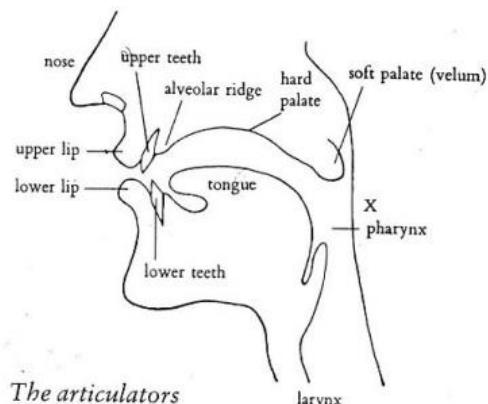
/ʔ/

**A labial consonant** is produced by using your lips. Bilabial consonants are made by using both lips, labiodental consonants by using your top lip and your teeth. Some learners have problems recognizing the difference between labial and labiodental consonants. Spanish speakers, for example, have problems with /v/ and /b/.

Place and manner of articulation:

Alveopalatal/postalveolar – /sh/, /dʒ/, /tʃ/

Place of Articulation	Manner	Voiceless or Voiced	Bilabial	Labiodent	Interdenita	Alveolar	Alveopala	Palatal	Velar	Glottal
	Stops	Voiceless	p			t			k	
	Affricates	Voiced	b			d			g	
	Fricatives	Voiceless		f	θ	s	ʃ			h
		Voiced		v		z	ʒ			
	Lateral	Voiced				l				
	Nasals	Voiced	m			n			ŋ	
	Glides	Voiced	w			r	y			



Kinds of sound change: (articulation processes)

**Epenthesis:** vowel or consonant inserted in an existing sequence to facilitate pronunciation

Judges, comfort-compfort, enenglish, eschool, spring

## Articulatory Processes

- ▶ Assimilation
- ▶ Dissimilation
- ▶ Deletion
- ▶ Epenthesis
- ▶ Metathesis
- ▶ Vowel reduction

**Progressive assimilation:** a sound is changed by the preceding sound

Dog+s = dogzzz – bridge+s – bridge+ez

**Regressive assimilation:** a sound is changed by the following sound

inpolite = Impolite , in+correct = incorrect

**Coalescent assimilation:** two phonemes merge into one

Would you = woudgeyoa

**Dissimilation:** neighboring sounds become less similar

Orange juice = oranjuice – fifths = fifts

**Metathesis**: two sounds exchange places

Ask = aks – africans

**Deletion**: the omission of sound for easing pronunciation

You and I = you an I

**Vowel reduction**: the deletion of a vowel sound for easing pronunciation

Pattern = patn – certain = certn

**Elision** is the omission of sounds, syllables or words in speech. This is done to make the language easier to say, and faster.

Kept going = kepgoing – next day = nexday

**Ellipsis** is the omission of one or more words from a sentence, where they are unnecessary because they have already been mentioned. Meaning can be understood without these words. Ellipsis is one of the aspects of language that gives text cohesion.

(....) unneeded words

**Insertion** = Epenthesis

**Deletion** = Deletion, Vowel reduction, Elision, Ellipsis

**Change** = Progressive assimilation, Regressive assimilation, Coalescent assimilation, Dissimilation, Metathesis

**Merge with no change**: Catenation is one of the ways speakers join words together. In catenation, a consonant sound at the end of one word joins with a vowel sound at the beginning of the next word.

Runaway – come out

A consonant cluster = splash' - 'twelfths'

Linking is when sounds are joined together or when a sound is inserted between two others to make them easier to say.

I have no *w*/ idea why you *w*/ opened the window.  
It's so *w*/ windy!

1. Phonetics is the study of human speech. Phonetics includes the study of how sounds are physically produced (by positioning the mouth, lips and tongue), and how sounds are perceived by a listener. Phonetics can be compared to phonology, which is the study of the particular sound units (phonemes) of language. Articulation and perception of each sound.
2. Phonics is a method of teaching young learners how to read which focuses on how letters make sounds, and how these sounds make words. It can be compared with the whole word, or 'Look and say' approach, which focuses on recognising words.
3. Phonology, also known as phonemics, is the study of the particular sound units (phonemes) in languages. How sounds (phonemes) come together to make words.
4. Morphology is a branch of linguistics which is the study of words, how they are formed, and their relationship to other words in the same language.
5. Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate.
6. Word stress indicates which syllables are stressed - or emphasised - in a word.
7. The stress pattern of a word is the way all the syllables are stressed in it. There can be main and secondary stress, or unstressed sounds.

8. **Stress** is emphasis given to **certain syllables in words**. In English, stress is produced with a longer, louder and higher **pitched** sound than unstressed sounds.
9. **Tone** refers to the pitch changes made to affect the meaning of words and phrases. **Pitch** is a voice quality produced by vibrations of the vocal folds.
10. **A proclaiming tone** is an intonation pattern that either rises and then falls, or just falls. A proclaiming tone shows that the speaker is **giving new information**.
11. **Referring tone**, which shows that the speaker is **referring to something** everybody already knows.
12. **Pitch movement** is the way the quality of the voice changes as a speaker communicates. Pitch is produced by the vibration of the vocal folds. When meaning is also considered, this is known as tone. English is an example of an intonational language, which uses pitch change across words and phrases to communicate meaning, especially **attitude**.

Vocabulary:

13. **Synonyms** are words that mean the same or almost the same. Although many words in English mean similar things, few are true synonyms. Aspects that make words different include register, connotation and collocation.
14. **Antonyms** are words that have opposite meanings. They can be gradable (fast-slow / slower-slowest), complementary (live-dead / day-night) or converse/Relational (teacher-student / doctor-patient).
15. **Polysemy** refers to the quality of some **words to have several related meanings**. A word which has several related meanings is thus a polyseme. These can be compared to homonyms, which are words that have several completely different meanings.

Chair = for sitting = man in charge

16. **A homonym** is a word that has the **same sound or spelling as another but a different meaning**. Homonyms can be separated into two groups, **homographs** (same spelling) and **homophones** (same sound).

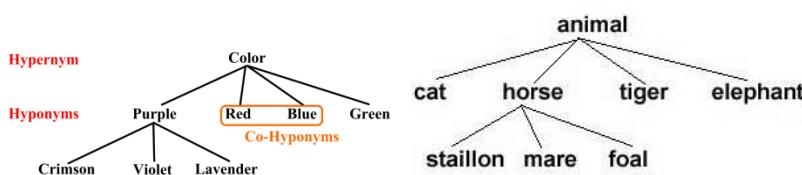
**Homophone:** write = right – sail = sale

**Homograph:** bear = carry and animal – tear = of the eye and or the paper

17. **Hyponyms** are words that are the specific examples of a general word, a ‘superordinate’. They can be compared with synonyms, which mean the same things, and antonyms, which mean opposite things.

Color = red + blue – animal = horse + tiger

Hyponym + hypernym



- **Cataphoric reference** means that a word in a text refers to another **later** in the text and you need to look forward to understand.

Here he comes. The award-winner Mr. John doe.

“he” refers to Mr. John who was mentioned later in the text.

- **Anaphoric reference** means that a word refers **back** to another word for its meaning.

Susan dropped the plate. It shattered loudly.

“it” refers back to the phrase ‘the plate’.

**Chunks** are groups of words that can be found together in language. They can be words that always go together, such as **fixed collocations**, or that commonly do, such as certain **grammatical structures** that follow rules. A listener or reader uses their knowledge of chunks to help them predict meaning and therefore be able to process language in real time. Chunks include **lexical phrases**, **set phrases**, and **fixed phrases**.

off the top of my head	around and around	according to
take your time		
<b>in front of</b>	<b>excuse me</b>	once in a while
have no idea	in order to	<b>very carefully</b>
by the way	a long time ago	
in the background	<i>attention span</i>	<b>of course</b>
<b>generally speaking</b>	<b>drive me crazy</b>	<b>to get ahead</b>
<b>BACK AND FORTH</b>	<b>YOU KNOW</b>	<b>good luck</b>
	<b>make ends meet</b>	according to Jump up and down time and time again

**Clipping** is one of the ways new words are created in English. It involves the shortening of a longer word, often reducing it to one syllable. Many examples are very informal or slang.

EXAMINATION	Gas = gasoline
GYMNASIUM	Ad = advertisement
OMNIBUS	Math = mathematics
BRASSIERE	Bro = brother
LABORATORY	
HAMBURGER	
VETERINARIAN	

**Blending:** is clipping two words and putting the remaining parts of both words together to make a new word. Sitcom = situational comedy, Sci-fi = science fiction, wi-fi = wireless fidelity, smog = smoke and fog

**Cognates** are words in English and the learner's language that are similar and have similar meaning. They can be compared to false cognates, which look similar but have different meanings.

**False cognates or false friends**= embarrassed (ashamed) in English and embarazada (pregnant) in Spanish.

**Collocation** refers to words that are found together in language. Collocations can be **fixed**, where it is difficult to replace one of the words with an alternative (fast food), or **free**, allowing for more choice of words.

### Types of collocation

- **Adverb + Adjective:** completely satisfied (NOT downright satisfied)
- **Adjective + Noun:** excruciating pain (NOT excruciating joy)
- **Noun + Noun:** a surge of anger (NOT a rush of anger)
- **Noun + Verb:** lions roar (NOT lions shout)
- **Verb + Noun:** commit suicide (NOT undertake suicide)
- **Verb + Expression With Preposition:** burst into tears (NOT blow-up-in tears)
- **Verb + Adverb:** wave frantically (NOT wave feverishly)

A compound word is made up of other words.

Superman – skyscraper – toothbrush – jellyfish

A derivative is a word made up of a word plus a bound structure such as a prefix or a suffix.

Unhappy – attachment

The connotation of a word is its suggested or emotional meaning, as compared to its literal meaning. Connotations can be negative or positive, and are often subjective.

Content words are words that have meaning. They can be compared to grammatical words (functional words), which are structural. Nouns, main verbs, adjectives and adverbs are usually content words. Auxiliary verbs, pronouns, articles, and prepositions are usually grammatical words.

De-contextualised language is a term that describes language that is presented as an isolated item rather than with a meaningful and real context.

De-lexicalised verbs are verbs that have little meaning alone but that can be joined together with many other words, so generating a wide variety of new meanings. These have also been called 'empty' verbs.

A discrete item is an item of language isolated from context.

Glosses are summaries of the meanings of words, usually found as notes in the margin or between the lines of a text. Glosses can be interpretations, explanations or translations.

Intrusion is a feature of connected speech. When two words are said together, an extra sound is sometimes placed between them in order to make them easier to say.

Metaphors are words and phrases that are not used in their literal meaning, but are used to describe something else.

Minimal pairs are pairs of words that only have one sound different.

Passive vocabulary: A learner's passive vocabulary is the words that they understand but don't use yet.

Active vocabulary: words learners understand and use in context.

A pejorative is a word or phrase that is used to express contempt.

Re-duplicatives are one of the many ways new words are made in English. Re-duplicatives are words made by copying the sound of the first word in the second.

Itsy-bitsy, wishy-washy

Word classes are categories of word. The categories are defined by what the word does. Some word classes are open, which means that new words can be added to them, and others are closed.

Onomatopoeia refers to words that have a sound that represents what the word means. They are one way in which new words can be created.

### **Types of mistakes**

1. Errors are mistakes caused by a learner not knowing something. Errors cannot be self-corrected.
2. Mistakes are performance errors, random guess, and failure to utilize a known rule correctly. Mistakes can be self-corrected.
3. Slips are mistakes caused by temporary factors such as a learner being tired, careless, nervous, excited or distracted.

### **Ways of correction:**

- Delayed correction techniques are corrections a teacher uses some time after a learner has made an error. This is usually done to avoid interrupting fluency practice, although there are other reasons also. Delayed correction contrasts with correction techniques such as reformulation and echoing, which occur immediately, 'on the spot'.
- On-the-spot correction is when a teacher corrects a learner's mistake as soon as they make it.
- Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this.

- **Self-correction** is when learners correct themselves instead of a teacher doing it. Teachers can involve learners in self-correction to different degrees, by giving learners more or less guidance as to the location and nature of their errors, and examples of good use of language to compare their own to.

### **Error correction techniques:**

1. **Explicit correction:** Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.
2. **Recast/ (Reformulation):** Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction. (**without** drawing attention)
3. **Clarification request:** By using phrases like "Excuse me?" or "I don't understand," or "Pardon me?" the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.
4. **Metalinguistic clues:** Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?")
5. **Elicitation:** The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.
6. **Repetition** (echo correction): The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

**Affective factors** are **emotional factors which influence learning**. They can have a negative or positive effect. Negative affective factors are called affective filters and are an important idea in theories about second language acquisition

**Affective filters:** are negative affective factors that hinder learning. Stephen Krashen: the more the affective filters are the less learning will happen.

**Feedback** is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning programme and can take various forms.

**A correction code** is used to show learners what kind of mistakes they have made in written work. The teacher underlines each mistake and writes a symbol or an abbreviation next to it, showing the kind of mistake.

### **Correction code**

WW - wrong word
WT - wrong tense
WF - wrong form
WO - Word order
SP - spelling
▲ - missing word
A - Article
Pr - pronoun
Pu - punctuation

**A rating scale** is a scale against which a learner's performance is rated, producing a **quantifiable** result. The rater is usually trained in applying the scale before they rate real samples of language.

## Questions

1. A cloze (reading question) is a practice exercise where learners have to replace words missing from a text. These are removed at regular intervals, for example every five words.

Question 2  
Answer saved  
Marked out of 1.00  
Flag question

Drag the capital city onto the correct country. There are a few extra just to confuse you!

The capital of England is  which is fairly easy. But do you know that the capital of Wales is  ?

Scotland's capital city is the very beautiful  while the Republic of Ireland has  as its capital and Northern Ireland's capital is

Cloze questions can be compared to...

2. A gap-fill (reading question) is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point.
3. A jigsaw (listening or reading) activity is an information gap exercise. Learners hear or read different parts of a text, then exchange information with others in order to complete a task.
4. Multiple choice (reading, listening or speaking) are questions that require learners to choose the best response from a group of answers.
5. Open questions are questions which cannot be answered with just 'yes' or 'no'. Many of them begin with 'wh': why, where, who etc. Open questions can be compared to closed questions, which need only yes or no answers.
6. Referential questions are questions you ask someone because you don't know the answer. In an ELT classroom, this can mean questions teachers ask learners and learners ask each other. Referential questions can be compared to...
7. Display questions for which the answer is already clear and teachers ask just to see if the learners know the answer, or for language manipulation.
8. Wh- questions ask for information and start with question words beginning wh-, although how is also included in this group. Wh- questions can be compared with 'yes/no' questions, which ask for confirmation.
9. **Closed questions:** are questions which can be answered with just 'yes' or 'no' or specific piece of information that is there in the text.
10. Concept checking is finding out if a learner has understood a new item. There are a variety of ways to do this, including asking concept questions. It is especially important in inductive language teaching, where learners arrive at an understanding of rules through looking at examples of use, and the teachers may need to check that the learners have a clear understanding of the concepts presented.
11. Concept questions are used to find out if a learner has understood a new item. The question is designed to test the key concepts of the item and normally requires a yes/no or short answer
12. Elicitation is a technique by which the teacher gets the learners to give information rather than giving it to them.
13. A 'find someone who' activity is a speaking activity which involves learners trying to find someone in the group who matches a description.
14. Free practice is a stage in a lesson where learners produce language using the target content freely.  
It can be compared with
15. Controlled practice, which involves learners producing the language previously focussed on in a restricted context.
16. Inference is the technique of finding answers from clues and from prior knowledge rather than directly.
17. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

18. A **maze** is a task where learners have to make decisions about what to do at certain points, in order to continue towards a final goal.
19. Project work is work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practise a range of skills and language systems.
20. Tag questions are short questions which speakers use at the end of a statement. If the **intonation** of the tag is falling, then the speaker is asking for confirmation of the statement. If it is rising, then the speaker is unsure and is in fact asking a question. There are rules to the formation of tag questions
21. A transformation exercise is an exercise where learners are given one sentence and need to complete a second sentence so that it means the same. The second sentence usually has a prompt.
22. In a jumble activity learners need to put sentences or paragraphs from a text, or pictures illustrating a text, into the correct order.

### **Classroom methods:**

#### Aims, goals, objectives, purposes and outcomes

“You aim to accomplish a goal in order to achieve an objective”

- **Aims:** policy oriented. General philosophy. They general statements that give a sense of direction and serve a guiding principle for an educational policy.
- *To prepare students for a democratic citizenship*
- **Goals:** school, curriculum or subject area oriented. More specific than aims. Goals are translations of aims into statements that describe what a school is expected to achieve.
- **Objective:** classroom oriented. stated in observable and measurable terms of how to achieve the goals. What students are expected to have learned at the end of a class or a course. They are behavioural in nature. SMART
- **Purpose:** activity oriented. The reason you do or plan an activity, and the thing you want to achieve when you do it: *The games have the purpose of emphasizing respect among students*.
- **Outcomes** are what learners should be able to do or have done at the end of the class or course. Outcomes are similar to aims but are more focussed on end results and often describe what actually happened rather than what the teacher intends to happen.

### **Classroom stages:**

- A warmer is an activity at the start of the class to warm up the learners. They tend to be short, dynamic activities. Warmers can be compared to coolers, which are short activities to finish the class.
- Ice-breakers are speaking activities used with a new class in order to give the learners an opportunity to meet each other. In order to complete an ice-breaker task learners must talk to each other.
- Presentation: is when the teacher presents the new language.
- Consolidation is a lesson stage where new material is reviewed, and hopefully learning is reinforced. It normally occurs at the end of the lesson. Consolidation can be compared with revision, which takes place at a later time and serves to remind learners.
- A class round-up is an activity where the teacher and learners summarise what they have been doing during the class. Class round-ups are important not only to focus learner attention on information but also to help the process of remembering it.

1. Back chaining is a drilling technique intended to help learners pronounce difficult sound groups, words or phrases. The teacher begins with the last sound, which the learners repeat, and then gradually builds up the word or phrase by going 'back' to the beginning

2. **Brainstorming** is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole-class activity.
3. **Choral repetition** is when the teacher or a learner models language and the group of learners repeat it together.
4. **Closed pairs:** Working in closed pairs means that the learners are all working in pairs simultaneously and therefore privately.  
Closed pairs are the opposite of
5. **Open pairs**, where one pair works while the rest of the learners watch.
6. **An open pair** is a pair of learners working together with the rest of the group observing. They can be compared to **closed pairs**, where all the learners work in pairs that do not monitor each other.
7. **ARC** is one way to describe three possible stages of a class. It stands for **Authentic Use, Restricted Use and Clarification and Focus**.
8. **Action research** is a development tool for a teacher that involves observing or gathering other data about a class through **interviews, case studies, and questionnaires**. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes and gathering and **analysing data to evaluate the implementation**.
9. **Autonomy** means the ability to take **control of one's own learning, independently or in collaboration with others**. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher.
10. **Affective strategies** are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general
11. **Anchoring** is a technique used to manage **emotional states in Neuro-Linguistic Programming**. It involves setting up an **association with a desired mental state such as happiness or calm** by creating an anchor stimuli to that state. Anchoring is one of various NLP (**Neuro-Linguistic Programming**) techniques which have applications not only in terms of managing thinking and feeling but also as classroom activities to support other learning aims.
12. **Asynchronous learning** occurs when learner and teacher are **not in the same place** at the same time.  
It can be compared with ....
13. **Synchronous learning** is when the learner and the teacher are **in the same place at the same time**. Both terms are used to define types of online learning
14. **Authentic materials** are written or spoken texts used with learners **without changing** the level of language.
15. **An authentic task** is a task that native speakers of a language would do in **everyday life**. When learners do an authentic task they are doing something that puts real communicative demands on them.
16. **Awareness-raising** activities aim to make **learners more aware of language and so improve their understanding**, but do not involve learners in using the language themselves. As such, awareness-raising activities are often the first stage of learning new language.
17. **Bodily/kinaesthetic intelligence** when learners **enjoy doing things** rather than reading or hearing about them, and are good at making things and at physical activities in general
18. **Bottom-up processing** happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of **the most basic units of the text**, (e.g. **sounds for a listening or words for a reading**), and moves from these to trying to understand the whole text.  
It is often contrasted with...
19. **Top-down processing** is when learners are taught the language holistically to be more efficient. **Top-down processing** of language happens when someone uses background information to predict the meaning of language they are going to listen to or read.

20. Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content.
21. A class contract is an agreement made between learners and the teacher to follow certain rules and standards. It applies to both the learners and the teacher, and is drawn up at the beginning of the course.
22. A class reader is a book that the learners read and analyse together in the class and as homework over an extended period of time. It may be graded or have authentic language.
23. A class survey is an activity where all the learners in the group need to ask each other questions to find information, which they then need to analyze and report back to the class.
24. Class-centred teaching: The term class-centred teaching draws attention to the importance of behaving in ways that encourage classes to develop into cohesive groups in which learning is regarded as a collective, collaborative endeavour and the performance of individuals is lifted by the positive atmosphere of the overall class group.
25. Classroom management refers to the decisions a teacher makes regarding the physical environment and resources available to them, including furniture, resources, learners and themselves. These decisions are made to support the aims of the class.
26. Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two other types, metacognitive strategies (organising learning), and social/ affective strategies (which enable interaction).
27. Cognitive style refers to the way a person thinks and processes information. Many of the most useful models of cognitive style place learners on a bi-polar scale. These include field dependence - independence, convergent-divergent, and holist-serialist. Cognitive style can be compared with cognitive ability, which refers to how good a person is at thinking and processing information.
28. Collaborative activity involves learners working together in order to complete a task. Collaboration increases the opportunities a student has to use the target language, and thereby develop their skills in it.
29. Community-building software allows users to create and maintain an online community.
30. Compensation strategies are communication strategies used by learners to compensate for limitations in their language. Different kinds of learners have preferences for different kinds of learning strategies, for example female learners tend to prefer social and affective strategies and monolingual learners may favour compensation strategies.
31. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.
32. Consciousness-raising, also known as awareness-raising, is part of the process a learner can go through with new language. They first become aware or conscious of the new language, then recognise and distinguish it, then produce it.
33. Controlled language is language that the teacher gives the class that is in some way changed to suit the level or the aims of the lesson.
34. This contrasts with authentic language, which is not adjusted in any way.
35. Controlled practice is a stage in a lesson where learners practise new language in a limited form. It can be compared to free practice, which involves learners producing language using the target content freely.
36. Counselling is a teacher talking with a learner about their learning and advising them. It can be done in a formal or informal way, and integrated into the beginning or end of a language course.

37. Cuisenaire rods are small wooden rods of different lengths and colours. They are used as a classroom resource to visually represent various areas of language. Cuisenaire rods are used in the Silent Way, a teaching methodology associated with humanism.
38. Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.
39. A drill is a classroom technique used to practise new language. It involves the teacher modelling a word or a sentence and the learners repeating it. There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.
40. E-learning is the delivery of a learning programme by electronic means; it includes web-based learning, virtual classrooms, digital collaboration and delivery of content through internet. It can be combined with face-to-face learning with a teacher, in blended learning.
41. The editing stage: In process writing, the editing stage is where the writer and peers edit the written work. It comes after the other stages: pre-writing activities, focusing ideas and structuring.
42. Empowerment refers to giving learners the power to make their own decisions about learning rather than the teacher having all the control. This opportunity to make decisions is part of what can make a learner more independent, or autonomous.
43. Exploitation is the way a teacher or learner uses resources to meet their learning aims.
44. Extended speaking is a type of speaking activity that involves learners speaking for longer periods of time and in a freer form than controlled speaking practice. Extended speaking is an opportunity to practise all the skills needed for communication.
45. An extension task is further activity around the aims of a class but after it, often as homework. Extension tasks can provide more, or different, forms of practice. They can also make classroom learning more meaningful, as they give learners a chance to personalise language and content.
46. Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks.
47. Extrinsic motivation is a motivation to learn caused by external pressures such as work, because a parent has sent a learner to class, or the need to gain a qualification in the language.
48. Intrinsic motivation is a motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general.
49. Field-dependent learners: In the field-dependent/independent model of cognitive or learning style, a field-dependent learning style is defined by a relative inability to distinguish detail from other information around it. It can be compared to a field-independent learning style, which is defined by a tendency to separate details from the surrounding context.
50. Field-independent learners: In the field-dependent/independent model of cognitive or learning style, a field-independent learning style is defined by a tendency to separate details from the surrounding context. It can be compared to a field-dependent learning style, which is defined by a relative inability to distinguish detail from other information around it.
51. Flashcards are pictures or photographs mounted on small cards. They are used as a visual resource in language teaching.
52. Functions refer to what items of language actually do in a real context, as opposed to what they might mean literally. These include suggesting, criticising, refusing, agreeing and disagreeing, enquiring, talking about the past, and giving advice.
53. Gist is the general meaning or purpose of a text, either written or spoken. Reading a text for gist is known as skimming.
54. Global comprehension means understanding the general meaning of what you are listening to or reading. It can be compared to selective comprehension, which means understanding specific information in the

text, and **detailed comprehension**, which means understanding everything. Global, selective and detailed comprehensions have parallels with the three reading skills of **skimming, scanning and intensive reading**.

55. **Gradable adjectives** are adjectives which have different degrees and so can be graded. They can be compared with non-gradable adjectives, which do not have degree.
56. **Graded language** is classroom language that is **adapted to the level of the learners** in some way. Many course books use graded language. It can be compared with authentic language, which is not changed in any way.
57. **Graded readers** are reading **books that contain language adjusted to the level** of the learner rather than authentic language.
58. **Group dynamics** refer to the **relationships between learners in a group** and the impact that this has on the way they work.
59. **Group work** is when the **learners work together on a task** or activity in groups.
60. **Guided discovery**, also known as an **inductive approach**, is a technique where a teacher provides examples of a language item and helps the learners to find the rules themselves.
61. **Guided writing** involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process.
62. **Higher-order questions** require answers that **go beyond simple information** and as such both the language and thinking behind them is more complex. They take learners into more abstract language functions, such as giving and justifying opinions, speculation, and hypothesising.
63. **A horseshoe layout** is a way of organizing learners' seats in a class in the form of a horseshoe.
64. **Intensive reading** involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.
65. **Interaction patterns:** In ELT **interaction patterns** are the different **ways learners and the teacher can interact in the class**. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims.
66. **Interactional language** is the language we use to **build and maintain relationships**. It can be compared to transactional language, which normally carries a message and is the language used to get things done. To maintain interaction, speakers use interactional strategies.
67. **Internalisation** is the **process of learning something so that it can be used** as the basis for production. Once language is internalised, it can then be retained and retrieved when needed for communication.
68. **Learner training** involves **helping learners find out how they learn most effectively**. It means encouraging learners to take responsibility for learning and helping them to develop **learning strategies** and study skills. Most importantly, it asks learners to reflect on how they are learning. The aim of learner training is to produce effective, independent language learners.
69. **Learning strategies** are **tools and techniques that learners develop as they learn**. Learning strategies are an important part of developing **autonomy**.
70. **Mechanical activities** are activities learners do which are not meaningful but which may be necessary in order to have the tools to use language. The move away **from mechanical to communicative activity** has been emphasized and prioritized for many years.
71. **The medium of instruction** is the **language used by the teacher to teach**. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.
72. **Methodology** is a **system of practices and procedures that a teacher uses to teach**. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach').

73. A mind map is a visual record of new vocabulary, or other content. Vocabulary mind maps are also known as word maps or spidergrams, and are organised in a way that shows groupings or relationships between the words.
74. A mingle is a short activity where learners walk around the classroom and talk to each other. An ice-breaker, where learners get to know each other, is a type of mingle.
75. Mixed ability as used in ELT usually refers to the differences that exist in a group in terms of different levels of language proficiency. This might be a result of simply the amount of time they have spent learning, their different language learning abilities or learning style preferences. Almost all groups are mixed ability.
76. A model is an example of the target language a teacher shows learners to help them notice language patterns, or to encourage them to imitate. This could be a sentence, a model of an intonation pattern, or an entire text, such as an example of a writing genre.
77. To monitor is to watch and listen to learners while they are doing an activity but not to lead them in the activity. Teachers monitor to find out what problems the learners are having, and to identify the type of errors learners make as they produce language.
78. A multilingual class is a class where the learners speak a variety of first languages. Multilingual classes can be compared to monolingual ones, where all the learners speak the same first language.
79. Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other.
80. Non-verbal communication is communication that does not involve a verbal element.
81. Noticing: When learners "notice" new language, they pay special attention to its form, use and meaning. Noticing is regarded as an important part of the process of learning new language, especially in acquisition-driven accounts of language learning, when learners at some point in their acquisition, notice their errors in production. Noticing will only occur when the learner is ready to take on the new language.
82. An open class activity is an activity which is carried out with the whole group participating together with the teacher, rather than in closed groups or closed pairs. Open class work is often teacher-led.
83. PPP is a paradigm or model used to describe typical stages of a presentation of new language. It means presentation, production and practice. The practice stage aims to provide opportunities for learners to use the target structure.
84. Pace refers to the speed of the class. It is a subjective judgement, connected with how it feels for the learner to go through the sequence of activities in a class.
85. Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.
86. Pelmanism: In ELT Pelmanism refers to any activity that learners have to complete by memorising objects. Pelmanism can help learners who have a strong visual/spatial intelligence as the activity exploits physical objects.
87. Personalisation happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions. Personalisation is an important part of the communicative approach, since it involves true communication, as learners communicate real information about themselves.
88. Phatic communication is verbal or non-verbal communication that has a social function, such as to start a conversation, greet someone, or say goodbye, rather than an informative function. Learners sometimes find it difficult to recognise phatic communication.
89. A portfolio is a collection of work prepared, maintained and developed by a learner. Portfolios can contain information about the learner and about their learning experiences, and examples of their work.
90. Pre-listening activities are things learners do before a listening activity in order to prepare for listening. These activities have various purposes, including pre-teaching or activating vocabulary, predicting content, generating interest and checking understanding of task.
91. Pre-teaching is the teaching of the language learners need before an activity.

92. Prediction is an activity learners carry out before reading or listening to a text, where they predict what they are going to hear or read. This gives them a reason to listen or read, as they confirm or reject their predictions.
93. Prior knowledge is the knowledge the learner already has before they meet new information. A learner's understanding of a text can be improved by activating their prior knowledge before dealing with the text, and developing this habit is good learner training for them.
94. Process writing focuses learners on the different stages and aspects of writing as they have been observed in good writers, and spend time on each, led by the teacher. These are; planning, drafting, revising, editing and considering the audience.
95. A process-oriented syllabus focuses on the skills and processes involved in learning language. It can be compared with a product-oriented syllabus, which focuses on completed acts of communication, the outputs.
96. A product-oriented syllabus focuses on things learnt at the end of the learning process (outcomes) rather than the process itself. Many people have questioned the validity of separating syllabi into process- and product-oriented and argue that most syllabi are, and must be, a combination of processes and outcomes.
97. Prompts are stimuli a teacher uses to get learners to give a response using target language. Prompts can be visual, spoken or written.
98. A pyramid discussion is a speaking activity where learners form progressively larger groups as they carry out a speaking task, which normally requires each grouping to reach agreement before joining another group.
99. Rapport in language learning refers to the relationship between the teacher and the learners. Teachers try to build good rapport with the learners in order to produce an environment that will help learning.
100. Realia are real things that are brought to the class and used as a resource.
101. Recycling is practising language that learners have seen previously. The recycled language will be re-introduced in a different context, or through a different skill. This helps the student extend their range of use of the new item.
102. Restricted use is a stage where learners do controlled practice of the target language. Restricted use is part of the model Authentic Use, Restricted Use and Clarification and Focus (ARC).
103. Retention is remembering new language rather than forgetting it. Once a word is retained, it can be retrieved and used later.
104. Retrieval (recalling) is the action of recalling and using language stored in long-term memory.
105. Rubric refers to the written instructions for a task.
106. Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.
107. Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with scanning, which is reading in order to find specific information, e.g. figures or names.
108. A scheme of work is a plan that defines work to be done in the classroom. Involving learners in defining a scheme of work, whether for a short project or a long course, is an important step towards motivation and involvement.
109. Sensitise: To sensitise learners is to make them more sensitive to specific language or ideas before doing an activity. They are then more likely to notice language and respond to ideas.
110. The silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible.
111. Sub-skills: The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviours that language users do in order to be effective in each of the skills.

112. A substitution drill is a classroom technique used to practise new language. It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure.
113. A syllabus is a document that describes what the contents of a language course will be and the order in which they will be taught. The content of a syllabus normally reflects certain beliefs about language and language learning.
114. A curriculum is a set of subjects for an educational institution, or a set of subjects within a course. In bilingual schools some subjects in the curriculum are taught in one language and some in the other.
115. The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.
116. A teacher diary is a diary where a teacher records what happens in their classes and their thoughts about it. Teacher diaries are used as development tools.
117. Teacher role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning.
118. TTT or teacher talking time: The development of Communicative Language Teaching (CLT) brought with it a methodology which emphasised communication in the classroom, pair and group activities and student involvement in the learning process.
119. Team teaching is when two or more teachers plan to teach a class together for some reason, for a lesson, or more than a lesson.
120. Taboo language: In language learning, taboo language or subjects are areas that are regarded as prohibited by the culture of the learners or the teacher, therefore inappropriate for the classroom.
121. Thinking frames: Mario Rinvolucri uses the term 'thinking frames' to describe useful ways of thinking about what he does in the classroom. He compares these to filters or lenses through which we can see situations differently. Rinvolucri suggests that we can find different ways of learning and teaching through applying different thinking frames.
122. The topic sentence is a sentence in a paragraph which shows what the paragraph is about and works as a summary of it. It is often the first sentence of the paragraph.
123. Transactional language is language which is used to make a transaction and which has a result. It can be compared with interactional language, which is used to maintain relationships.
124. Turn-taking: A turn is the time when a speaker is talking and turn-taking is the skill of knowing when to start and finish a turn in a conversation. It is an important organisational tool in spoken discourse.
125. Visual aids can be defined in two ways: as a picture or a diagram you show learners to help their understanding, or in a broader sense as anything you show learners in a classroom to do this.
126. Web 2.0: It is this idea of the web as a new source of social interaction that is at the root of most enthusiastic teachers' ideas about the importance of web 2.0 for education. Blogs, wikis, podcasting and multimedia sharing platforms are the services most often pointed to as being typical of web 2.0 and all are being used, adapted and incorporated into ELT to foster social and linguistic interaction both inside and outside of the classroom.
127. A webquest is an activity that requires learners to use the Internet in order to complete a task. Webquests can extend over an entire course, several classes or be integrated into a single lesson.
128. Facilitation is a term used to describe a possible role of the teacher. Facilitation is providing the necessary resources, information and support in order for learners to complete a task, rather than teaching.
129. Fossilization refers to the process in which incorrect language becomes a habit and cannot easily be corrected.
130. Kinesics is the study of non-verbal communication achieved by movement of the body.

131. A **plenum** in language teaching means the whole group, so an activity in plenum / plenary will involve all learners and the teacher. This can be compared to closed pair and group work.

## Theories

Approaches to teaching English:

The differences between approach, method and technique		
Approach	Method (plan)	Technique (procedure)
Why	How	What
Theoretical positions and beliefs about the nature of language, the nature of language learning (psycholinguistic and cognitive processes involved) and the applicability of both to pedagogical settings (successful use of these processes).	A generalized set of classroom specifications for accomplishing linguistic objectives focusing on the: Goals of the teaching/learning Learner roles Teacher roles Role of instructional materials.	Specific types of exercises, tasks, or activities used in class for the purpose of reaching pedagogical goals.

1. **Audio-lingualism** is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviourism and so relies on formation as a basis for learning, through a great deal of mechanical repetition.
2. **The communicative approach** is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.
3. **A cognitive theory** of learning sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning or retention of information. This explanation of language learning contrasts strongly with the behaviourist account of language learning, which sees language learning as an unconscious, automatic process.
4. **The cognitive-code approach** of the 1970s emphasised that language learning involved active mental processes, that it was not just a process of habit formation (the assumption underlying the audiolingual method that came before it). Lessons focussed on learning grammatical structures but the cognitive code approach emphasised the importance of meaningful practice, and the structures were presented inductively, i.e. the rules came after exposure to examples. There was, however, little use of examples from authentic material.
5. **Eclectic approach:** In the move away from teachers following one specific methodology, the eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Almost all modern course books have a mixture of approaches and methodologies.
6. **A deductive approach** to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centred.
7. **The direct method** of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

8. An **inductive approach** to teaching language starts with examples and asks learners to find rules. It can be compared with a **deductive approach** that starts by giving learners rules, then examples, then practice.
  9. The **lexical approach** is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, **chunks** formed by **collocations**, and fixed phrases.
  10. A **teacher-centred approach** is one where activity in the class is centred on the teacher. It can be compared to a learner-centred approach.
  11. A **holistic approach** to language sees it as a whole, which is not divisible in a meaningful way for teaching. This contrasts with an atomistic approach to language, which attempts to analyse language into parts, such as grammatical structures or functional exponents, which can later become the content of a syllabus. A holistic approach would focus on everything the learner needs to know to communicate effectively.
- **Acquisition** is the way we learn our first language, i.e. through being involved in real communication, and without formal teaching. This leads to classic early mistakes such as '**I seed**' and '**I buyed**'. generalization
  - **Applied linguistics** is a field of study that looks at how linguistics can help understand real-life problems in areas such as psychology, sociology and education. It can be compared with theoretical linguistics, which looks at areas such as morphology, phonology and lexis. Areas of applied linguistics of interest to teachers of languages include language acquisition, corpus studies and sociolinguistics.
  - **Communicative competence** refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas:
    - Words and rules
    - Appropriacy
    - Cohesion and coherence
    - Use of communication strategies
  - The **critical period hypothesis** says that there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence. The critical period hypothesis has implications for teachers and learning programmes, but it is not universally accepted.

### **Grammars:**

1. A **descriptive grammar** is a set of rules about language based on how it is actually used. In a descriptive grammar there is no right or wrong language. It can be compared with a prescriptive grammar, which is a set of rules based on how people think language should be used.
2. A **prescriptive grammar** is a set of rules about language based on how people think language should be used. In a prescriptive grammar there is right and wrong language.
3. A **generative grammar** is a set of rules that tries to include all examples of correct language and predict how these will be formed.
4. A **pedagogic grammar** is a description of how to use the grammar of a language to communicate, for people wanting to learn the target language. It can be compared with a reference grammar, which just describes the grammar of the language. Pedagogic grammars contain assumptions about how learners learn, follow certain linguistic theories in their descriptions, and are written for a specific target audience.

1. Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. It is any piece of extended language, written or spoken, that has unity and meaning and purpose. One possible way of understanding 'extended' is as language that is more than one sentence.
2. Discourse management refers to the ability to produce extended written and spoken texts, for example conversations.
3. Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only.
4. Dogme is an approach to teaching that argues that teaching should focus on the learner and not be driven by the resources available, including course books.
5. English for Academic Purposes, or EAP, refers to learning English in order to use it to study another subject.
6. English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. It can be compared with ESL and ESOL, which refer mainly to learning English as a new resident in an English-speaking country.
7. English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers.
8. English for Speakers of Other Languages, or ESOL, refers to learning English as a new resident in a English-speaking country. ESOL is similar to ESL. It can be compared with EFL, which refers to learning and using English as an additional language in a non-English speaking country.
9. English for Specific Purposes, or ESP, refers to learning English because you have a specific need. It can include the area of EPP, English for Professional Purposes.
10. Englishes: There are many kinds of Englishes spoken around the world, both as a first and second language and the term 'Englishes' suggests this. One view holds that these are equally correct and valid. This lessens the importance of a 'standard' English, and questions giving priority to 'British' or 'American' English as targets for teaching English.
11. Genre is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose and form.
12. A grammatical syllabus is based on the structures of a language. It can be compared to other types of syllabi based around tasks, vocabulary, functions or topics. Learners learn grammatical structures in a sequence that reflects their complexity, rather than their use in communication, leading to many artificial contexts for practice, and perhaps an inability to transfer learning to real communication.
13. Humanistic language teaching is an approach based on the principle that the whole being, emotional and social, needs to be engaged in learning, not just the mind.
14. Hypotheses are possible ideas about language rules that learners form as they receive information. Learners test their hypotheses by using language and these ideas change as new information is received.
15. Information and Communication Technology, or ICT, refers to technological tools that are used to communicate and to manage information.
16. In immersion programmes learners are fully immersed in the target language for a certain period of time, both in and outside the class. It is sometimes compared to submersion, where individual learners are placed in classes where everybody else speaks the same language. There are varying degrees of immersion, including full, partial and bilingual immersion, which involves two groups of students learning each other's languages.
17. Initiation-response-feedback, or IRF, is a pattern of discussion between the teacher and learner. The teacher initiates, the learner responds, the teacher gives feedback. This approach to the exchange of information in the classroom has been criticized as being more about the learner saying what the teacher wants to hear than really communicating.

18. **Input** refers to the **exposure learners have to authentic language** in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to **intake**, which is **input then taken in and internalized** by the learner so it can be applied.
19. The **Interactive White Blackboard, or IWB**, is a large interactive display attached to a computer and a projector. The teacher and learners control the computer through the display.
20. **Intercultural communicative competence, or ICC**, refers to the ability to **understand cultures**, including your own, and use this understanding to communicate with people from other cultures successfully.
21. **Interlanguage** is the learner's current version of the language they are learning. Interlanguage changes all the time but can become fossilised language when the learners do not have the opportunity to improve.
22. The **interlocutor** is a person who is actively involved in a conversation.

### **Multiple intelligences:**

Multiple Intelligence Theory says that there are at least **eight different kinds of intelligence**, and that human beings possess **all of them to different degrees**. Learners' profiles of intelligences will affect their preferences when learning.

1. **Intrapersonal intelligence** is when learners are often introspective, prefer working alone, and are very self-aware.
2. **Interpersonal intelligence** is when learners are often social and prefer working with others.
3. **Linguistic intelligence** - also known as **verbal-linguistic** - is when learners are often good at languages and enjoy reading and writing.
4. **Logical/mathematical intelligence** is when learners are often good at logical reasoning and scientific investigation.
5. **Musical intelligence** is when learners are more sensitive to music and often have clear musical ability.
6. **Naturalistic intelligence** is when learners are more sensitive to nature and to their role in nature.
7. **Visual/spatial intelligence** is when learners have a strong visual memory and are artistic.
8. Kinaesthetic intelligence is when learners can coordinate their minds with their bodies.

### **Branches of linguistics:**

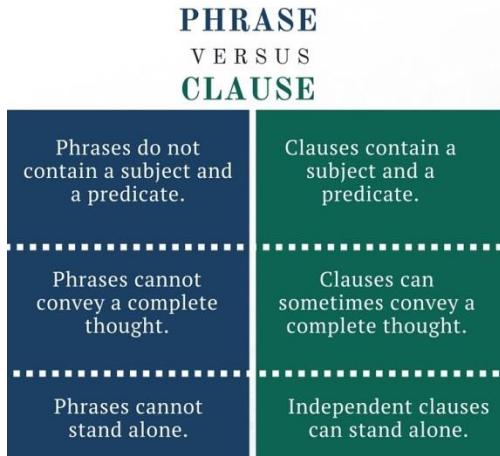
1. **Phonetics** is the science concerned with the study of speech processes, including the production, perception and the analysis of sounds. It is closely connected to phonology.
2. **Phonology** is the study of the sound system of a language or languages.
3. **Morphology** is a branch of linguistics which is **the study of words, how they are formed, and their relationship to other words in the same language**.
4. **Syntax** is the branch of linguistics that covers the **study of the rules that control how language is structured first into clauses and then sentences**. It is about **grammatical arrangements of words within sentences**, and how we use speech in communication.
5. **Semantics** deals with the **study of meaning**; how we combine words to create meaningful discourse. It studies the relationship between signs and symbols and what they represent. It is also used in logic as the principles that determine truth-values of formulas within a logical system.
6. **Pragmatics** (as applied to linguistics) is about how we actually use speech in communication, and how **context aids the transmission of meaning** in utterances.
7. **Lexicology**: **the study of the form, meaning, and behaviour of words**. It studies words' nature and functions as symbols.

1. The Language Acquisition Device, or LAD, is part of Chomsky's acquisition hypothesis. The LAD is a system of principles that children are born with that helps them learn language, and accounts for the order in which children learn structures, and the mistakes they make as they learn.
2. Language aptitude refers to the potential that a person has for learning languages. This potential is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language. Aptitude tests vary but many include evaluation of ability to manage sounds, grammatical structures, infer rules, and memory.
3. Language usage refers to the rules for making language, i.e. the structures used. It can be compared to use, which considers the communicative meaning of language.
4. Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures we use to make it.
5. A lingua franca is a language that is used widely outside the country where it is spoken as a native language.
6. Meta-language is the language teachers and learners use to talk about the English language, learning and teaching.
7. Metacognitive awareness means being aware of how you think and learn. Developing metacognitive awareness is an important part of helping learners become more effective and, importantly, more autonomous. If learners are conscious of how they learn then they can identify the most effective ways of doing so.
8. Students in a monolingual class speak the same first language, and will share most aspects of a culture. Monolingual classes can be compared to multilingual ones, where there are a variety of first languages.
9. The natural order hypothesis is the idea that children learning their first language acquire grammatical structures in a pre-determined, 'natural' order, and that some are acquired earlier than others. This idea has been extended to account for second language acquisition in Krashen's theory of language acquisition.
10. Neologisms are words or phrases that are invented to describe either new things or to give a new name to an old idea. Neologisms occur in the English language very frequently.
11. Neuro-linguistic Programming NLP is based on a model of communication and psychotherapy. In ELT this model has implications for learning, as it says that we all have different learning and perceptual preferences, and in order to learn well we need to both exploit our preferred styles and develop our less preferred ones.
12. Orthography: In language learning orthography can have two meanings. One is the way a language is spelt and the other is the way the letters are written. English orthography (spelling) is notoriously difficult for both native speakers and learners and produces corresponding difficulties in pronunciation. Almost every sound in English has more than one correct spelling. English is difficult because the sound-letter correspondence is difficult. The word daughter is 8 letters but 5 sounds.
13. Etymology: the history of a word.
14. Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words.
15. Received Pronunciation, or RP, refers to an accent in English regarded by many people as a 'standard' accent. It has also been called 'the Queen's English' or 'BBC English'. In the past, RP had high status in the UK, indicating an educated speaker, and this transferred into EFL where it has been used as a model for pronunciation. With the emergence of international English, the recognition of the equality of a variety of accents, and the emphasis on authentic communication, learners now become aware of a wider range of accents.

16. Register often refers to the degree of formality of language, but in a more general sense it means the language used by a group of people who share similar work or interests, such as doctors or lawyers.
17. Script: A term from cognitive psychology; a script is a sequence of events and actions that are related to specific situations. Our understanding of a script in a situation allows us to predict what happens and therefore can help a learner interpret language.
18. Second language acquisition, or SLA. In a general sense it is a term to describe learning a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes.
19. Sensory acuity: In a general way sensory acuity means how good your senses are at doing what they should do. In the context of NLP, it refers to the ability to use our senses to make accurate observations about ourselves or other people.
20. The silent period hypothesis is the idea that when a language is learned, there should be a period in which the learner is not expected to actively produce any language. This is based on observations of a listening period in infants when they learn a first language.
21. Socio-cultural context refers to the idea that language, rather than existing in isolation, is closely linked to the culture and society in which it is used. This means when language is learnt, the socio-cultural context in which it is used needs to be taken into consideration as well.
22. Sociocultural awareness means awareness of the societies and cultures of the target language, and therefore of the contexts the language is used in. Teachers themselves transmit information subconsciously about culture and society through their behaviour and interaction with learners.
23. A stress-timed language is a language where the stressed syllables are said at approximately regular intervals, and unstressed syllables shorten to fit this rhythm. Stress-timed languages can be compared with syllable-timed ones, where each syllable takes roughly the same amount of time.
24. A syllable-timed language is a language whose syllables take approximately equal amounts of time to pronounce. Learners whose first language can be described as syllable-timed often have problems recognising and then producing features of English such as contractions, main and secondary stress, and elision.
25. Language Systems: Language is made up of systems and skills. The four systems of language are grammar, vocabulary, phonology and discourse.
26. TPR means Total Physical Response. It is an approach to teaching language based on the idea that if you have to do something physical in response to language, then learning is more meaningful, and you learn faster.
27. The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.
28. A task-based syllabus is based on task-based learning, an approach where learners carry out tasks such as solving a problem or planning an activity. The language learnt comes out of the linguistic demands of the activity. A task-based syllabus is structured around a series of these tasks.
29. Task-based learning is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used.
30. VAK, or Visual, Auditory and Kinesthetic, refers to one model of learning styles. The VAK model is comprised of three different learning styles, or preferred ways of learning. In some accounts, another style, tactile, is included.

## Language

1. An adverbial clause **tells us more about** a main clause, in the same way as an adverb tells us more about a verb.
2. A relative clause is a clause which **tells us more about** a noun or a noun phrase. There are two types, defining and non-defining. Defining add essential information to tell us what we are talking about, non-defining add extra information.
3. A noun clause is a clause that is used in the same way as a noun or a pronoun.
4. A clause is a phrase that contains a **verb and normally a subject**. It can be a full sentence by itself or be part of a sentence.



5. Parts of speech describe the **categories that words are assigned to according to what grammatical or lexical function they have**. These categories are examples of classroom meta-language (talk about language).
6. Intransitive verbs do **not have a direct object**. They can be compared to transitive verbs, which need one.

(She wrote a letter – she wrote quickly)

7. Stative verbs are verbs that describe a state (see, hear, understand). They can be compared with **action or dynamic verbs**, which describe an action.
8. Modal verbs are a small group of verbs which **convey the speaker's opinion about or attitude** towards what is being expressed. Modal verbs include 'could', 'should', 'might' and 'may'.
9. Multi-word verbs (**phrasal verbs**), or MWVs, are verbs **made up of two or more words**. These words are a verb plus a preposition or particle.
10. Affixes are **groups of letters that are added to the beginning or the end of words to make new words**. Prefixes go at the beginning of words and often change meaning, whilst suffixes go at the end of words and often change the kind of word (e.g. from verb to noun, or noun to adjective etc.).
11. Aspect (**perfect, continuous**) is information described by a verb that is not related just to tense and time. For example, aspect shows whether an **action is unfinished or not**. It can be compared to tense, which refers to the verb's past or present form, and time, which is whether the verb refers to past, present or future.
12. Auxiliary verbs are **added to main verbs to make them work in other forms**, such as questions, negatives, and other tenses.
13. A conjunction is a word used to connect other words and phrases together.
14. A cleft sentence is made by **separating a single clause into two clauses**, one main and one subordinate. Cleft sentences are useful to change emphasis; for example, compare 'You stole the money' and 'It was you who stole the money, not him'.

15. A **cline** is a scale of language items that goes from one extreme to another, for example, from positive to negative, or from weak to strong.
16. Congruency refers to all the parts of something working together; in ELT this means how different elements work together to produce successful communication. These elements can include such tools as intonation, gesture, grammatical structure and lexis.
17. Concord refers to grammatical agreement between different parts of a sentence. Some aspects of concord are more difficult for learners to learn than others, for example the third person 's'.
18. Contextualisation is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualising language tries to give real communicative value to the language that learners meet. The context can help learners remember the language and recall it at a later date. Learners can use natural learning strategies to help them understand contextualised language, such as guessing meaning from context.
19. Diglossia is a situation where a language that has two forms, one a 'higher' and more prestigious form used by educated speakers in formal situations, and the other a 'lower', vernacular form used more commonly. Although English is not a diglossic language, it does have a wide variety of dialects, colloquial forms and levels of formality.
20. Embedding refers to the process of inserting one sentence into another sentence. It includes putting questions into affirmative sentences, with a subsequent change in word order (embedded questions).
21. Emoticons, (emojis) a form of paralanguage, are symbols made up of characters available on a keyboard. They normally represent emotions, such as happiness or anger. Emoticons are also available on chat sites as small symbols, normally faces.
22. Empathy is the ability to imagine another person's thoughts, beliefs and feelings. In an ELT context, it normally refers to the ability to understand how a learner is feeling. It can be compared with sympathy, feeling sorry for how they are feeling.
23. Idioms are expressions whose meanings are different from the words that make them. Understanding an idiom requires some other knowledge than knowing the words used. Idioms normally cannot be modified or the words within them changed.
24. Intensifiers are words that make the meaning of other words stronger. (very, extremely, quite)
25. A lexical chunk is a group of words that are commonly found together. Lexical chunks include collocations but these usually just involve content words, not grammar.
26. A lexical set is a group of words with the same topic, function or form.
27. A lexicon is often used to describe the knowledge that a speaker has about the words of a language. This includes meanings, use, form, and relationships with other words. A lexicon can thus be thought of as a mental dictionary.
28. Marker or model sentences are sentences that are clear examples of the target language of the lesson. Marker sentences help learners understand the structure, use and meaning of new language. They can also provide information about context, including collocations and connotation and work as a reliable example for learners to record.
29. Narrative tenses are verb tenses that are used to talk about the past. They are often found in stories and descriptions of past events, such as personal anecdotes.
30. Non-gradable adjectives are adjectives that cannot be expressed in degrees and so cannot be graded. They can be compared with gradable adjectives, which have different degrees and so can be graded.
31. Participles are a verb form used in passive sentences and to form perfect and progressive aspect. There are two participles in English, the present participle (-ing) and the past participle (-ed).
32. A preposition is a word that connects a noun, pronoun or noun phrase to other parts of a clause.
33. A particle is a word that has a grammatical function but does not fit into the main parts of speech (i.e. noun, verb, adverb). Particles do not change.

34. Quantifiers are words put before nouns to show how many there are. (a few, a lot, many)
35. A tense of a verb is a past or present form.
36. Time lines are diagrams used to represent the relationship between a verb tense and time, by showing what time - past, present or future - that tense covers.
37. Weak forms are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa.

# Grammar

# Phonetics and phonology

CAMBRIDGE



# TEACHING PRONUNCIATION

SECOND EDITION

## A COURSE BOOK AND REFERENCE GUIDE

Marianne Celce-Murcia  
Donna M. Brinton  
Janet M. Goodwin  
with Barry Griner



# **Intelligibility**

**The extent to which a listener  
actually understands an  
utterance or a message**

# Comprehensibility

A listener's perception of how difficult it is to understand the utterance or the message

# Accentedness

A listener's perception of how different a speaker's accent is from that of the L1 community  
(adapted from Derwing & Munro 2005, 385)

# Connected speech

Words are not produced in an isolated fashion but rather have a tendency to “run together” in English spoken discourse

- **Contractions, blends, and reductions:** The written and/or oral distortions of word boundaries
- **Linking:** The smooth connection of sounds
- **Assimilation:** The change in adjacent sounds to resemble each other more closely
- **Dissimilation:** The change whereby adjacent sounds become less similar to each other
- **Deletion:** The disappearance of a sound
- **Epenthesis:** The addition of a sound

# Dissimilation

The change whereby adjacent sounds become less similar to each other.

Example: fifths (fts)

## **DELETION**

An even more radical, pervasive form of adjustment in connected speech is **deletion** (also known as **omission**). In this process, sounds disappear or are not clearly articulated in certain contexts. In some cases, the spelling system of English is sensitive to this phenomenon, representing deletion in the contracted forms of auxiliary verbs plus *not* (e.g., isn't). In other cases, however, deletion occurs without any acknowledgment in the spelling system. Even many native speakers may be unaware of where deletion occurs. The following are some of the most typical environments for deletion:

1. Loss of /t/ when /nt/ is between two vowels or before a syllabic [l]:

/t/ winter, Toronto, enter, mantle

2. Loss of /t/ or /d/ when they occur second in a sequence or cluster of three consonants:

/t/ restless, listless, exactly

/d/ windmill, kindness, hands

2. **Intervocalic consonant sharing in VC + V sequences:** When a word or syllable ending in a single consonant is followed by a word or syllable beginning with a vowel, the consonant is often produced intervocally, as if it belonged to both syllables. Another way to explain this is that the consonant in VC + V sequences “straddles” both syllables:

{ keep out → kee\_p\_out  
dream on → drea\_m\_on  
McIntosh apple → McInto\_sh\_apple

words:



Word-internally: *bluish; going; however*

Between words: *do<sup>w</sup>it; go<sup>w</sup>away; now<sup>w</sup>is*

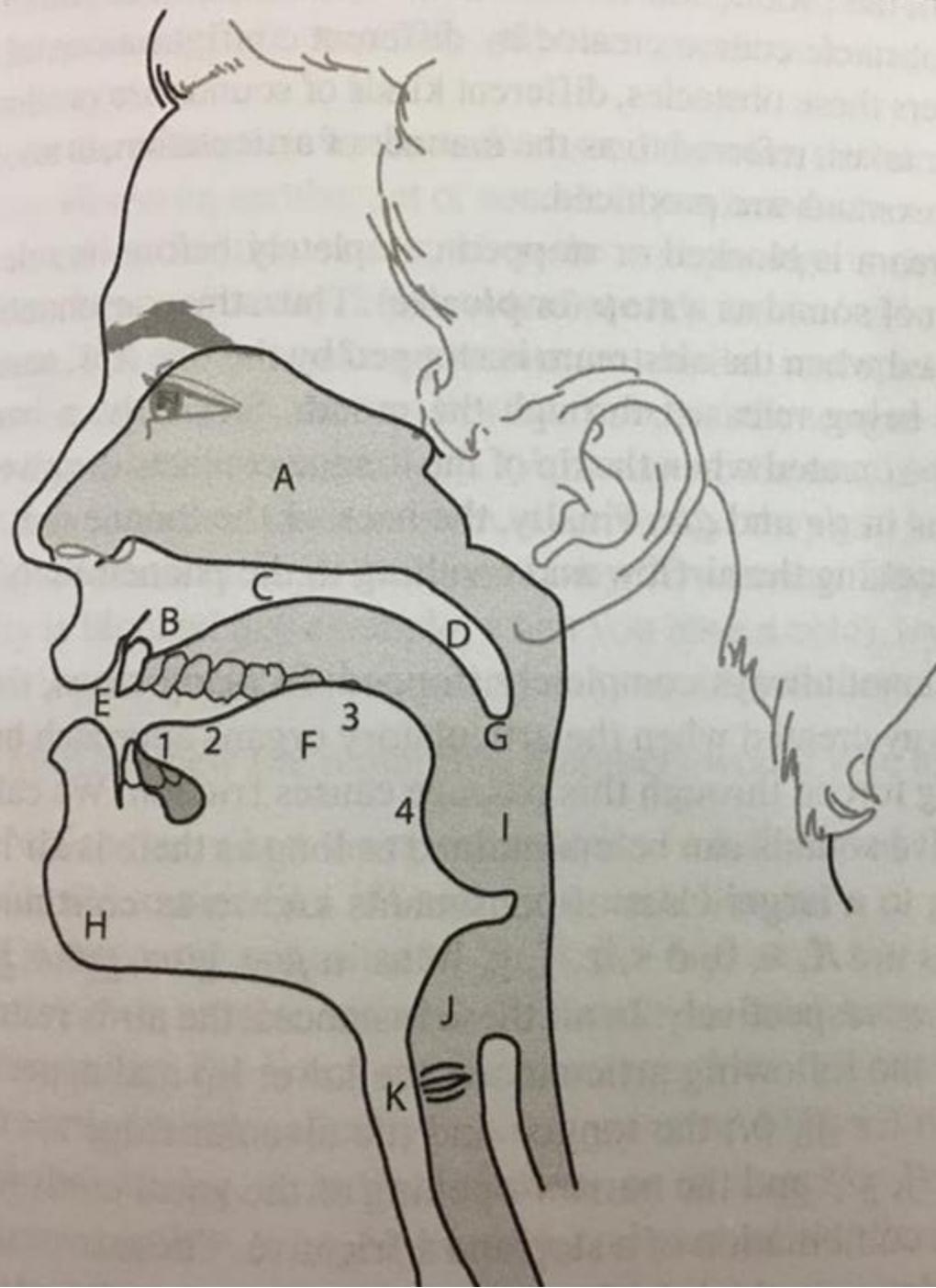
Table 5.1 summarizes the phenomenon of /y/ and /w/ gliding.

TABLE 5.1 /y/ AND /w/ GLIDES

	/y/ glides			/w/ glides	
/iy/ + V	be <sup>y</sup> able <i>be able</i>	cre <sup>y</sup> ate <i>create</i>	/uw/ + V	blue <sup>w</sup> ink <i>blue ink</i>	Stu <sup>w</sup> art <i>Stuart</i>
/ey/ + V	say <sup>y</sup> it <i>say it</i>	lay <sup>y</sup> ette <i>layette</i>	/ow/ + V	no <sup>w</sup> art <i>no art</i>	No <sup>w</sup> el <i>Noel</i>
/ay/ + V	my <sup>y</sup> own <i>my own</i>	na <sup>y</sup> ive <i>naive</i>	/aw/ + V	how <sup>w</sup> is it <i>how is it</i>	flo <sup>w</sup> ur <i>flour</i>
/ɔy/ + V	toy <sup>y</sup> airplane <i>toy airplane</i>	boy <sup>y</sup> ish <i>boyish</i>			

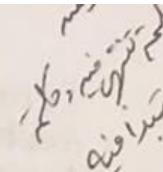
Note that the two low tense vowels /ɑ/ and /ɔ/ that do not end in a glide typically move smoothly from one vowel to the other, although some speakers of NAE may insert a glottal stop [?] before the second vowel between words:

/ɑ/ + V: spa owners or spa [?] owners



- A. nasal passage
- B. alveolar (tooth) ridge
- C. hard palate
- D. velum/soft palate
- E. lips and teeth
- F. tongue
  - 1. tip
  - 2. blade
  - 3. body
  - 4. root
- G. uvula
- H. jaw
- I. pharynx
- J. trachea
- K. larynx and vocal cords

short <u>time</u>	[t:]	bad <u>dog</u>	[d:]
quick <u>cure</u>	[k:]	big <u>gap</u>	[g:]
classroom <u>management</u>	[m:]	less <u>serious</u>	[s:]

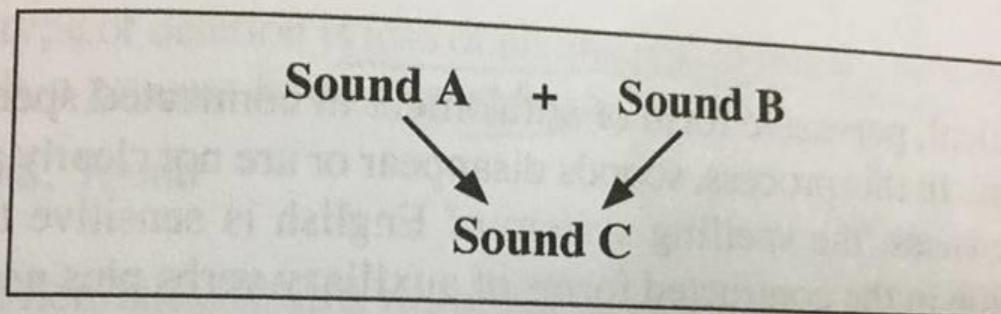


- 5. Unreleased consonant in stop + stop or stop + affricate sequences:** When a stop consonant is followed by another stop or by an affricate, the first stop is not released, which facilitates the linking:

pet <u>cat</u>	black <u>board</u>	good <u>jury</u>
[t°k]	[k°b]	[d°dʒ]
soap <u>dish</u>	big <u>dipper</u>	big <u>church</u>
[p°d]	[g°d]	[g°tʃ]

### ASSIMILATION

Another example of an adjustment in connected speech is the process of assimilation, during which a given sound (the assimilating sound) takes on the characteristics of a neighboring sound (the conditioning sound). This is often misunderstood as "lazy" or "sloppy" speech, since the organs of speech involved appear to be taking the path of least resistance. However, such a characterization ignores the fact that assimilation is a universal feature of spoken



**Figure 5.3** The process of coalescent assimilation

The most frequent type of coalescent assimilation is **palatalization**, during which alveolar consonants /s, z, t, d/ or the final alveolar consonant sequences /tʃ, dʒ/ followed by initial palatal /y/. Figure 5.4 shows how, in the resulting process of coalescent assimilation, these alveolar sounds become the palatalized fricative affricates /tʃ, dʒ/, respectively.

## EPENTHESIS

**Epenthesis** refers to the process whereby a vowel or consonant is inserted in an existing sequence. Typically, this occurs to facilitate the pronunciation of this sequence. Although it is less frequent than deletion in English, epenthesis is by no means uncommon.

The most important type of epenthesis occurs with the addition of the regular plural -s and the past tense -ed endings. In both these cases, an epenthetic schwa /ə/ is added to break up resulting clusters of sibilants or alveolar stops:

/ə/ used to break up sibilant clusters with -s: classes, buzzes, britches, judges

/ə/ used to break up alveolar stop clusters with -ed: patted, granted, graded, branded

A second commonly occurring type of epenthesis in connected speech involves the insertion of a consonant to facilitate the pronunciation of a consonant cluster. In such cases, the insertion of the voiceless stop [t] makes it easier for speakers to produce the voiced-nasal + voiceless-fricative sequence in *prince*. We see the same process at work when some speakers add a [p] between the /m/ and /f/ in *comfort*:<sup>9</sup>

<sup>8</sup> We believe that speakers of standard NAE will often omit the first /r/ sound in these words; however, in certain words, such as *library*, the loss of the first /r/ is more dialectal.

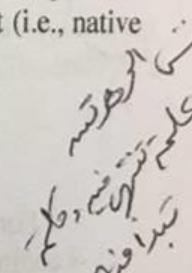
<sup>9</sup> In some cases an epenthetic consonant is now represented in the spelling of a word or name. Examples are the p in *empty* or *Thompson* (a variant of *Thomson*).

push/ <u>ed</u> _up	/puʃ·tʌp/
las/ <u>t</u> _ing	/læs·tɪŋ/
adap/ <u>t</u> _able	/ə·dæp·tə·bl/

Note that resyllabification frequently occurs as the result of the consonant clustering caused by plural or past tense endings being added to a verb, as in the examples hats off and pushed up.

4. **Lengthened articulation of consonant with geminate consonants:** When two identical, or geminate, consonants come together as a result of the juxtaposition of two words, there is one single, elongated articulation of the consonant (i.e., native speakers do not produce the consonant sound twice):

stop pushing	rob Bill
[p:]	[b:]
short time	bad dog
[t:]	[d:]
quick cure	big gap
[k:]	[g:]
classroom management	less serious
[m:]	[s:]



5. **Unreleased consonant in stop + stop or stop + affricate sequences:** When a stop consonant is followed by another stop or by an affricate, the first stop is not released, which facilitates the linking:

An even more radical, pervasive form of adjustment in connected speech is **deletion** (also known as omission). In this process, sounds disappear or are not clearly articulated in certain contexts. In some cases, the spelling system of English is sensitive to this phenomenon, representing deletion in the contracted forms of auxiliary verbs plus *not* (e.g., *isn't*). In other cases, however, deletion occurs without any acknowledgment in the spelling system. Even many native speakers may be unaware of where deletion occurs. The following are some of the most typical environments for deletion:

1. Loss of /t/ when /nt/ is between two vowels or before a syllabic [l]:  
/t/ *winter*, *Toronto*, *enfer*, *manſle*
2. Loss of /t/ or /d/ when they occur second in a sequence or cluster of three consonants:  
/t/ *resſless*, *lisſless*, *exacſly*  
/d/ *windmill*, *kindness*, *handſ*
3. Deletion of word-final /t/ or /d/ in clusters of two at a word boundary when the following word begins with a consonant other than /h, y, w, r/.<sup>6</sup> Note that when the following word begins with a vowel, resyllabification occurs in place of deletion (see Figure 5.5).

<b>Deletion of /t, d/</b> <i>East side</i>	<b>No deletion (before /h, y, w, r/)</b> <i>East hill</i>	<b>Resyllabification (before vowel)</b> <i>Eas/t end</i>
---	--	---

production.

- However, in general, reduced forms affect *all areas* and *all types* of spoken English.

Teachers should be aware that ESL and EFL students, perhaps based on prior instruction, may believe that connected speech constitutes “slang,” or improper, English. Accordingly, they will need to be disabused of this notion and shown its importance in maintaining the natural rhythmic patterns of English.

## LINKING

Even to the linguistically naive, a salient characteristic of much of nonnative English speech is its “choppy” quality. The ability to speak English “smoothly,” to utter words or syllables that are appropriately connected, entails the use of **linking** (or liaison), which is the connecting of the final sound of one word or syllable to the initial sound of the next.

The amount of linking that occurs in native-speaker speech will depend on a number of factors, such as the informality of the situation, the rate of speaking, and of course the individual speech profile (or idiolect) of the speaker. Thus, the amount of linking that occurs is not entirely predictable. However, linking occurs with regularity in the following five environments:

- I. **Insertion of /y/ and /w/ glides with V + V sequences:** Linking with a /y/ or /w/ glide commonly occurs when a word or syllable ends in a tense vowel or diphthong and the next word or syllable begins with a vowel. Insertion of a /y/ glide follows /iy/, /ay/, /oy/, and /aw/ either word-internally or between words:

present time. However, we wish to emphasize (as Esling 1994 does) that part of pronunciation acquisition is awareness of and control over voice-quality settings appropriate to the second-language settings, which may be quite different from those of the first language.

## **INTELLIGIBILITY AND THE LINGUA FRANCA CORE**

A number of researchers in the area of pronunciation (e.g., Derwing and Munro 2005; Field 2005) believe that it is important to distinguish these notions:

***Intelligibility***      the extent to which a listener actually understands an utterance or message

***Comprehensibility***      a listener's perception of how difficult it is to understand the utterance or message

***Accentedness***      a listener's perception of how different a speaker's accent is from that of the L1 community

(adapted from Derwing and Munro 2005, 385)

<sup>18</sup> A good overview of voice-quality variation addressed to teachers can be found in Esling (1994).

<sup>19</sup> Subjects were screened by several native speakers of Japanese and several native speakers of English, who independently agreed that the four speakers in the study were native speakers of Japanese and English, respectively.

<sup>20</sup> There are two possible explanations. Perhaps breathiness is gender-based and typically female in Japanese, with monolingual Japanese speakers revealing that the two males were perceived as more breathy than the females. Perhaps the males were perceived as more breathy than the females because they spoke English with a Japanese accent.

**Figure 5.5** Deletion and resyllabification in NAE

4. **Syncope** is the loss of an unstressed medial vowel /ə/ or /i/ following a strongly stressed syllable in certain multisyllabic words:<sup>7</sup>

choc~~o~~late, ev~~er~~y, ev~~en~~ing, cam~~er~~a, myst~~er~~y, hist~~er~~y,  
ve~~ge~~t~~a~~ble, comp~~a~~rable, lab~~o~~ratory, int~~e~~resting,  
mis~~e~~rable, gen~~e~~rally, asp~~i~~rin, diff~~e~~rent, fav~~o~~r~~i~~te,  
rest~~a~~urant, bev~~e~~rage, fam~~i~~ly, reas~~o~~nable, em~~e~~rald

In rapid or informal native-speaker speech, deletion occasionally occurs in two-syllable words such as the following, which are reduced to one syllable:

c~~o~~rrect, p~~a~~rade, p~~o~~lice, s~~u~~ppose, g~~a~~rage

<sup>6</sup> Consonant clusters with final /nt/, /t/, /rt/, /rd/ do not typically simplify: *plant* food, *felt* pen, *shortstop*, *bird feeder*.

<sup>7</sup> If the last syllable is stressed, syncope does not occur. Compare the verb *separate* /'sepər~~ə~~eɪt/ with the adjective *separate* /'sep~~ə~~ret/.

tion in English: (1) progressive (or perseverative), (2) regressive (or anticipatory), and (3) coalescent.

**I. Progressive assimilation:** In **progressive assimilation**, the conditioning sound precedes and affects the following sound. Examples of progressive assimilation in English are the regular plural /s/ versus /z/ alternation, in which the final sound of the stem conditions the voiced or voiceless form of the suffix. This type of assimilation, as shown in Table 5.2, also occurs in the regular past tense /t/ versus /d/ alternation.

TABLE 5.2 ASSIMILATION IN PLURAL AND  
REGULAR PAST-TENSE VERB ENDINGS

	Conditioning sound	Assimilated sound
<b>-s ending</b>		
<i>bags</i>	/g/	/baeg → z/
<i>backs</i>	/k/	/baek → s/
<b>-d ending</b>		
<i>moved</i>	/v/	/muwv → d/
<i>fished</i>	/ʃ/	/fiʃ → t/

For the plural -s ending, the voiced /g/ of *bags* conditions the voiced form of the -s ending, causing it to be pronounced /z/, whereas the voiceless /k/ of *backs* conditions the voiceless /s/ of the -s ending. A similar process occurs in the regular past tense, as shown in Table 5.2.

### **NOTE TO TEACHERS**

As we have noted, nonnative speakers often erroneously use the strategy of epenthesis to simplify clusters, both word-internally and word-externally:

#### **Word-internal epenthesis**

film → /fɪləm/

please → /pəliyz/

judgment → /dʒʌdʒəmənt/

#### **Word-external epenthesis**

sport → /ɛspɔrt/ (speakers of Spanish and Persian)

club → /kurabu/ (speakers of Japanese)

This habit is very hard for students to break, especially as they may be unaware of their use of the strategy. The first step is to raise learner consciousness about the inappropriate use of the strategy and explain where epenthesis occurs naturally in native-speaker utterances.

All the other types of adjustments in connected speech that we have just discussed

assimilation in English occurs at the intersection of phonology and morphology, which is discussed in detail in Chapter 11.

2. **Regressive assimilation:** In English, **regressive assimilation** is more pervasive as a purely phonological process than is progressive assimilation. In regressive assimilation, the assimilated sound precedes and is affected by the conditioning sound. Examples of this type of phenomenon are the following:

grandpa: the /p/ causes the /nd/ to be articulated as /m/: /græmpa/

pancake: the /k/ causes the /n/ to become /ŋ/: /pæŋkeyk/

Regressive assimilation explains the tendency of many NAE speakers to pronounce the word *sandwich* as /sæmwɪtʃ/, since the initial /w/ of the second syllable conditions the consonant sequence /nd/ to be pronounced as the bilabial /m/. It also explains the tendency of the modal *can* to be conditioned to the base verb that follows it:

*can buy*: the /b/ in *buy* causes the final /n/ in *can* to be articulated as /m/:

/kæmbay/

*can go*: the /g/ in *go* causes the final /n/ in *can* to be articulated as /ŋ/:

/kængow/

/d/ windmill, kindness, hands

3. Deletion of word-final /t/ or /d/ in clusters of two at a word boundary when the following word begins with a consonant other than /h, y, w, r/.<sup>6</sup> Note that when the following word begins with a vowel, resyllabification occurs in place of deletion (see Figure 5.5).

<b>Deletion of /t, d/</b>	<b>No deletion (before /h, y, w, r/)</b>	<b>Resyllabification (before vowel)</b>
East side	East hill	Eas/t_end
blind man	blind youth	blin/d_eye
wild boar	wild woman	wil/d_ass
old boyfriend	old rags	ol/d_age

**Figure 5.5** Deletion and resyllabification in NAE

4. **Syncope** is the loss of an unstressed medial vowel /ə/ or /ɪ/ following a strong syllable in certain multisyllabic words:<sup>7</sup>

choc<sup>ə</sup>late, ev<sup>ə</sup>ry, ev<sup>ə</sup>ning, cam<sup>ə</sup>ra, myst<sup>ə</sup>ry, hist<sup>ə</sup>ry,

*/dʒ/ used to break up alveolar stop clusters with -ed: patted, granted, graded, branded*

A second commonly occurring type of epenthesis in connected speech involves the insertion of a consonant to facilitate the pronunciation of a consonant cluster. In such cases, the insertion of the voiceless stop [t] makes it easier for speakers to produce the voiced-nasal + voiceless-fricative sequence in *prince*. We see the same process at work when some speakers add a [p] between the /m/ and /f/ in *comfort*:<sup>9</sup>

<sup>8</sup> We believe that speakers of standard NAE will often omit the first /r/ sound in these words; however, in certain words, such as *library*, the loss of the first /r/ is more dialectal.

<sup>9</sup> In some cases an epenthetic consonant is now represented in the spelling of a word or name. Examples are the p in *empty* or *Thompson* (a variant of *Thomson*).



known as omission). In this process, sounds disappear or are not clearly articulated in certain contexts. In some cases, the spelling system of English is sensitive to this phenomenon, representing deletion in the contracted forms of auxiliary verbs plus *not* (e.g., *isn't*). In other cases, however, deletion occurs without any acknowledgment in the spelling system. Even many native speakers may be unaware of where deletion occurs. The following are some of the most typical environments for deletion:

1. Loss of /t/ when /nt/ is between two vowels or before a syllabic [l]:  
/t/ *wɪnʃər*, *Toronto*, *enʃər*, *mænʃl̩*
2. Loss of /t/ or /d/ when they occur second in a sequence or cluster of three consonants:  
/t/ *resfless*, *lisfless*, *exacfly*  
/d/ *wɪndmɪll*, *kindnəs*, *hænds*
3. Deletion of word-final /t/ or /d/ in clusters of two at a word boundary when the following word begins with a consonant other than /h, y, w, r/.<sup>6</sup> Note that when the following word begins with a vowel, resyllabification occurs in place of deletion (see Figure 5.5).

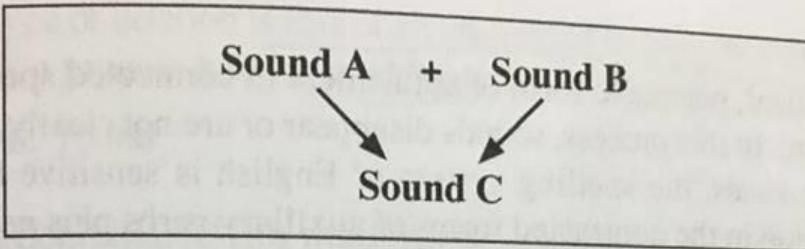
<b>Deletion of /t, d/</b>	<b>No deletion (before /h, y, w, r/)</b>	<b>Resyllabification (before vowel)</b>
<i>Easf side</i>	<i>East hill</i>	<i>Eas/t_end</i>
<i>blind man</i>	<i>blind youth</i>	<i>blin/d_eyē</i>
<i>wild boar</i>	<i>wild woman</i>	<i>wil/d_ass</i>

## 3.

**Resyllabification in CC + V sequences:** When a word or syllable terminating in a consonant cluster is followed by a word or syllable commencing with a vowel, the final consonant of the cluster is often pronounced as part of the following syllable. This phenomenon is sometimes referred to as **resyllabification**:<sup>3</sup>

lef/t_arm	/lef·tərm/
wep/t_over	/wəp·təvər/
fin/d_out	/fayn·dawt/
hat/s_off	/hæt·səf/
push/ed_up	/puʃ·tʌp/
las/t_ing	/læs·tiŋ/
adap/t_able	/ə·dæp·tə·bl/

Note that resyllabification frequently occurs as the result of the consonant clustering caused by plural or past tense endings being added to a verb, as in the examples *hats off* and *pushed up*.



**Figure 5.3** The process of coalescent assimilation

The most frequent type of coalescent assimilation is **palatalization**, during which the final alveolar consonants /s, z, t, d/ or the final alveolar consonant sequences /ts, dz/ are followed by initial palatal /y/. Figure 5.4 shows how, in the resulting process of coalescent assimilation, these alveolar sounds become the palatalized fricatives (ʃ, ʒ) or affricates /tʃ, dʒ/, respectively.

Rule	Example
/s/	/ʃ/      issue He's coming <u>this year</u> .
/z/	/ʒ/      pleasure Does <u>your mother</u> know? stature

## ASSIMILATION

Another example of an adjustment in connected speech is the process of assimilation, during which a given sound (the assimilating sound) takes on the characteristics of a neighboring sound (the conditioning sound). This is often misunderstood as "lazy" or "sloppy" speech, since the organs of speech involved appear to be taking the path of least resistance. However, such a characterization ignores the fact that assimilation is a universal feature of spoken

<sup>3</sup> Resyllabification does not result in any aspiration of voiceless stops. Thus the /t/ in *left arm, wept over, and pushed up* is not aspirated.



group of learners there are going to be features from both domains that are problematic for communication and thus should be taught. Teachers need to do diagnostic work and be selective in what they include in a pronunciation syllabus (see Chapter 7). We agree that prosody is important, but segmentals should not be ignored, either.

One widely discussed proposal for a pronunciation syllabus is Jenkins's (2000, 2002) **Lingua Franca Core (LFC)** for users of **English as an International Language (EIL)**, where speakers of different first languages use English to communicate. (See Appendix 13 for an outline of the LFC). Sometimes Jenkins's LFC simplifies the English sound system by eliminating target-language sounds like the "th" sounds at the beginning of the words *think* and *than*, for example, allowing learners to substitute sounds that they feel comfortable with. In other cases, the LFC argues for clear pronunciation of consonant sounds like /t/ in *water* and *winter* as in British English or final /r/ as in *fear* and *hair* in American English. Jenkins calls for the LFC to include contrasts between tense and lax vowels as in the pairs *seat/sit*, *cooed/could*, and *caught/cot*. Jenkins makes just a few recommendations regarding prosody: correct placement of nuclear stress (i.e., prominence) and accurate use of contrastive stress. She also advises teaching learners how to divide ongoing speech into thought groups.

Jenkins's proposals for the LFC have not gone unchallenged. For example, Dauer (2005) feels that suprasegmentals have been given short shrift by Jenkins, especially if one considers research findings such as the studies by Hardison (2004) and Derwing and Rossiter (2003). Dauer also questions why Jenkins feels that only nonnative–nonnative interaction qualifies as "International English" since native–nonnative interaction also occurs very frequently. Jenkins's proposals thus need further research to determine their validity. Given the role that English users' first languages play in their pronunciation of English, it is hard to envision one LFC that will work equally well for all L2 users.

cases of regressive assimilation with a change in manner of articulation. These tend to occur in informal speech:

Could you give me a call?

/m:/

/gimi/

Let me do that for you.

/m:/

/ləmi/

3.

**Coalescent assimilation:** The third type of assimilation, **coalescent assimilation**, is a type of reciprocal assimilation. Figure 5.3 illustrates how the first and second sounds in a sequence come together and mutually condition the creation of a third sound with features from both original sounds.



**TABLE 5.3 REGRESSIVE ASSIMILATION  
IN PERIPHRASTIC MODALS**

<b>have</b>	+	<b>to</b>	→	<b>hafta<sup>a</sup></b>
/hæv/	+	/tuw/	→	/hæftə/
<b>has</b>	+	<b>to</b>	→	<b>haſta</b>
/hæz/	+	/tuw/	→	/hæſtə/
<b>used</b>	+	<b>to</b>	→	<b>usta</b>
/yuwzd/	+	/tuw/	→	/yuwſtə/

<sup>a</sup> We have opted to use an orthographic representation of assimilation here for purposes of illustration, as found in literary character dialogue, comic strips, and English.

## LINKING

Even to the linguistically naive, a salient characteristic of much of nonnative English speech is its “choppy” quality. The ability to speak English “smoothly,” to utter words or syllables that are appropriately connected, entails the use of **linking** (or liaison), which is the connecting of the final sound of one word or syllable to the initial sound of the next.

The amount of linking that occurs in native-speaker speech will depend on a number of factors, such as the informality of the situation, the rate of speaking, and of course the individual speech profile (or idiolect) of the speaker. Thus, the amount of linking that occurs is not entirely predictable. However, linking occurs with regularity in the following five environments:

- I. **Insertion of /y/ and /w/ glides with V + V sequences:** Linking with a /y/ or /w/ glide commonly occurs when a word or syllable ends in a tense vowel or diphthong and the next word or syllable begins with a vowel. Insertion of a /y/ glide follows /iy/, /ey/, /ay/, and /ɔy/, either word-internally or between words:

Word-internally: *being; staying; crying; toying*

Between words: *be<sup>y</sup>able; stay<sup>y</sup>up; try<sup>y</sup>out; Roy<sup>y</sup>Adams*

Related to this type of deletion is loss of an unstressed initial vowel or syllable in highly informal speech, a process known as aphesis:

'cause, 'bout, 'round

5. Loss of the first noninitial /r/ in a word that has another /r/ in a following syllable (also known as disappearing /r/):

February, govenor, suprise, tempetature<sup>8</sup>

6. Loss of final /v/ in *of* (and reduction to schwa) before words with initial consonants:

lots of money, waste of time, hearts of palm  
/ə/                    /ə/                    /ə/

7. Loss of initial /h/ and /ð/ in pronominal forms in connected speech:

ask her, help him, tell hem

#### NOTE TO TEACHERS

As Kreidler (1997, 114) notes, "Not producing a consonant is simpler than producing one." This simple principle helps to explain why, in many of the cases mentioned above, consonants are deleted. It is important

*you said *peel*,* responds the native speaker. Such incidents in native–nonnative-speaker conversation involving mispronunciation of a segmental sound usually lead to minor, repairable misunderstandings.

With suprasegmentals and connected speech, however, the misunderstanding is apt to be of a more serious nature. Learners who use incorrect rhythm patterns or who do not connect words together are at best frustrating to the native-speaking listener; more seriously, if these learners use improper intonation contours, they can be perceived as abrupt or even rude; and if the stress and rhythm patterns are too nonnativelike, the speakers who produce them may not be understood at all.

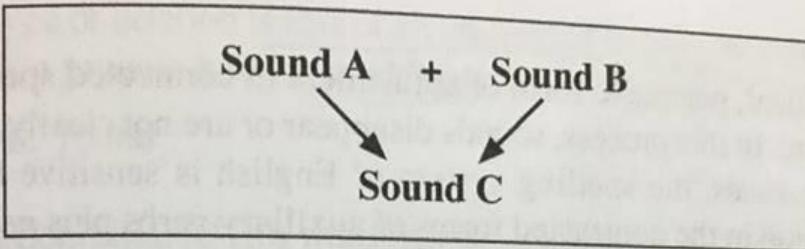
In the sections that follow, we examine and describe the connected speech features of NAE along with its characteristic stress and rhythmic patterns.

---

### **CONNECTED SPEECH: WHAT THE TEACHER NEEDS TO KNOW**

In the preceding chapter, we touched briefly on the frequency with which reduced vowels occur in unstressed position in English. As we noted, this tendency occurs not only at the word level, but also at the phrase level, as a function of stress and prominence.

In English spoken discourse, words are not produced in an isolated fashion but rather have a tendency to “run together.” This phenomenon is commonly referred to as **connected speech** or **sandhi-variation** – a term that derives from Sanskrit and refers to the “placing



**Figure 5.3** The process of coalescent assimilation

The most frequent type of coalescent assimilation is **palatalization**, during which the final alveolar consonants /s, z, t, d/ or the final alveolar consonant sequences /ts, dz/ are followed by initial palatal /y/. Figure 5.4 shows how, in the resulting process of coalescent assimilation, these alveolar sounds become the palatalized fricatives (ʃ, ʒ) or affricates /tʃ, dʒ/, respectively.

Rule	Example
/s/	/ʃ/      issue He's coming <u>this year</u> .
/z/	/ʒ/      pleasure Does <u>your mother</u> know? stature

Tense? Moody? Irregular?

You must be  
a verb.



Grammarly Cards

## **ASPECT**

- Aspect is the expression of the temporal structure of an action or state. Aspect in English expresses ongoing actions or states with or without distinct end points. English has four aspects: **simple, progressive, perfect, and perfect-progressive.**
  
- Although not always identified, the **simple aspect** is the default aspect of the simple present and simple past tenses. The simple aspect expresses single actions, habits, and routines.



# What are the 5 verb moods?

- Verbs have several moods:
  - Indicative mood
  - Imperative mood
  - Subjunctive mood
  - Interrogative mood
  - Conditional mood
- The mood of the verb shows the author's attitude toward what is being said.
- The verb can change according to the speaker's/writer's attitude:
  - Can you help me, please? (needs to know something)
  - That is an apple. (needs to give information)
  - If I were smarter, I would take over the world. (needs to express a wish)
  - Pick that up! (needs to make a demand)

## Verb Moods

- Indicative Mood
  - Expresses a statement or question
  - *Little Rock is the capital of Arkansas.*
  - *Ostriches cannot fly.*
  - *Have you finished your homework?*
- Imperative
  - Expresses a command or advice
  - *Don't run in this building.*
  - *Be careful!*
- Subjunctive
  - Expresses wish or suggestion or hypothetical situation
  - *If I see him, I will tell him.*
  - *If I were you, I wouldn't keep throwing rocks at the bees.*

Created with Doceri



# Moods of Verbs

- **Indicative mood** is used to ask questions and make statements.
- **Imperative mood** is used to give a command or make a request.
- **Subjunctive mood** is used to express a wish or state a condition contrary to fact.
- **Subjunctive mood** is used for a command or request following the word *that*.

## *Clauses vs Phrases*

---

- Both clauses and phrases are clusters of words.
- ***Clauses*** contain a subject and verb. If they form complete thoughts, we call them independent clauses. If they form incomplete thoughts, we call them dependent or subordinate clauses.
- example: While we collected the data *dependent clause*, the temperature gradually increased *independent clause*. The subject and verb combinations are *we collected* in the dependent clause and *temperature increased* in the independent clause.
  
- ***Phrases*** are word clusters lacking subject and verb combinations.
- example: While collecting data *phrase*, we noted an increase in temperature.

# Past / Present Tenses & Aspects

	<b>Simple</b>	<b>Perfect</b>	<b>Progressive</b>	<b>Perfect Progressive</b>
<b>Present</b>	<p><b>Subject + Verb(s)</b></p> <p>Use 1: To describe an action as it happens.</p> <p>Use 2: To describe an action that occurs <u>repeatedly</u>.</p> <p>Use 3: To describe a fact.</p>	<p><b>Subject + has/have + Verb-en/ed</b></p> <p>Use 1: To describe an action that happened <u>at an unspecified time</u> before present.</p> <p>Use 2: To describe an action that happened from the past until present</p>	<p><b>Subject + am/is/are + Verb-ing</b></p> <p>Use 1: To describe something that is happening at the present moment.</p> <p>Use 2: To describe actions that are still happening in <u>the long term</u></p>	<p><b>Subject + has/have + been + Verb-ing</b></p> <p>Use 1: To describe an action that has been happening from the past until now.</p> <p>Use 2: To describe an action that is happening <u>"recently"</u> or <u>"lately"</u></p>
<b>Past</b>	<p><b>Subject + Verb-ed</b></p> <p>Use 1: To describe a <u>completed</u> action</p> <p>Use 2: To describe a period in past.</p> <p>Use 3: To describe <u>habits</u> in the past.</p> <p>Use 4: To describe facts that are no longer true</p>	<p><b>Subject + had + Verb-en/ed</b></p> <p>Use 1: To describe a <u>completed</u> action that happened before something else in the past.</p> <p>Use 2: To describe an action that happened <u>for a period</u> before something else in the past.</p>	<p><b>Subject + was/were + Verb-ing</b></p> <p>Use 1: To describe an <u>interrupted</u> action in the past</p> <p>Use 2: To describe what was happening at a moment in time in the past (like a snapshot of the moment)</p>	<p><b>Subject + had + been + Verb-ing</b></p> <p>Use 1: To describe an action which started in the past and <u>continued</u> until another time in the past.</p> <p>Use 2: To describe an action which was the <u>cause</u> of something in the past.</p>

NB: This is a highly simplified chart for easy reference – there are still many more rules and uses of certain tenses, so be careful!

# Tense/Aspect Chart

Aspect					
	Simple	Perfect	Progressive	Perfect Progressive	
	"tensed"	"tensed" <b>have</b> + Past Participle	"tensed" <b>be</b> + Present Participle	"tensed" <b>have</b> + PastP of <b>be (been)</b> + PresentP	
Tense	Present	write/writes walk/walks	has/have written has/have walked	am/is/are writing am/is/are walking	has/have been writing has/have been walking
	Past	wrote walked	had written had walked	was/were writing was/were walking	had been writing had been walking
	Future	will write will walk	will have written will have walked	will be writing will be walking	will have been writing will have been walking

Adapted from: *The Grammar Book*, by Celce-Murcia & Larsen-Freeman

## Audio Lingualism (oral approach)

- 1940s-1950s
- Started in Britain as a result of the Reform Movement
- Pronunciation is very important and is taught explicitly
- Teachers or recordings model sounds, words or utterances
- Students imitate and repeat (drilling)
- Teachers use: Visuals to explicitly teach pronunciation. They use:
  - Phonetic transcription charts (IPA)
  - Charts to demonstrate the articulation of sounds
  - Minimal pair drill



## Reform Movement:

- 1890s
- First linguistic analytic contribution
- Influenced by phoneticians such as Henry Sweet, Wilhelm Vietor and Paul Passy
- Spoken form is primary and should be taught first
- Findings of phonetics should be applied to language teaching
- Teachers must have solid training in phonetics
- Learners should be given phonetics training



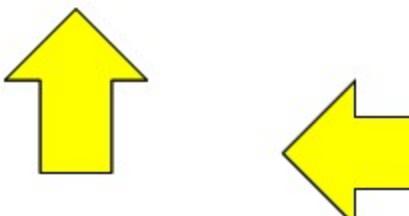
## Direct method (Natural approach):

- Late 1800s-1900s
- Pronunciation is taught through intuition and imitation
- Pronunciation is learnt in a naturalistic way.
- No explicit pronunciation instructions are needed
- Teachers are models
- Students imitate a model e.g. a teacher or a recording



## Communicative language teaching (CLT):

- Mid to late 1970s
- It focuses on intelligible communication.
- Native like pronunciation is not sought.
- Teachers use authentic language to help students learn pronunciation
- Teachers are facilitators.
- learners are taught through authentic situations.



## Cognitive approach:

- 1960s
- Influenced by the transformational generative grammar led by Chomsky, 1957-1965 and influenced by the cognitive psychology led by Neisser, 1967
- Language is a rule governed behavior rather than habit formation
- It deemphasizes pronunciation
- It favors grammar and vocabulary
- Nativelike pronunciation is unrealistic objective and time shall be used for more learnable objectives



## Silent way:

- 1970s
- Gattengo 1972-1976
- Attention is paid to accuracy of production of both sounds and structures of the target language
- It focuses on sounds in isolations, words in connected speech and how words combine in phrases.
- It differs from the audio lingual method is that students focused on the sound system without having to learn the phonetic alphabet or have explicit linguistic information
- The teacher speaks as little as possible
- The teacher teaches through gestures
- Use pointer to tap out the rhythmic patterns or the stressed syllables
- Point to the lips to indicate the proper positioning of articulation
- Uses sound colored charts that represent consonants and vowels (Fidel chart); sounds that are pronounced alike colored alike.
- Cuisenaire rods, small colored blocks of varying lengths



## Community language learning:

- 1976
- Developed by Charles Curron
- Students sit around the table with a tape recorder
- Teachers stand behind one of the student and put his hand on the student's shoulders
- The teacher asks the student to say something in his mother tongue; a thing that he wishes to say in the target language
- The teacher then provides an idiomatic translation in the target language
- The teacher provides the phrase broken into chunks
- The student repeats and when he says it perfectly, it is recorded
- The teacher writes the transcription of the students' utterances as well as a set of translations on the board
- Students match



# Cambridge English

## TKT

Teaching Knowledge Test

*Handbook for teachers*

*TKT Modules 1, 2 and 3*

## Preface

This handbook is intended for tutors and candidates and provides information to help prepare for *TKT* (*Teaching Knowledge Test*) Modules 1, 2 and 3.

For further information on any Cambridge English Teaching Qualifications and courses, please go to  
[www.cambridgeenglish.org/teachingqualifications](http://www.cambridgeenglish.org/teachingqualifications)

For further copies of this handbook, please email [marketsupport@cambridgeenglish.org](mailto:marketsupport@cambridgeenglish.org)

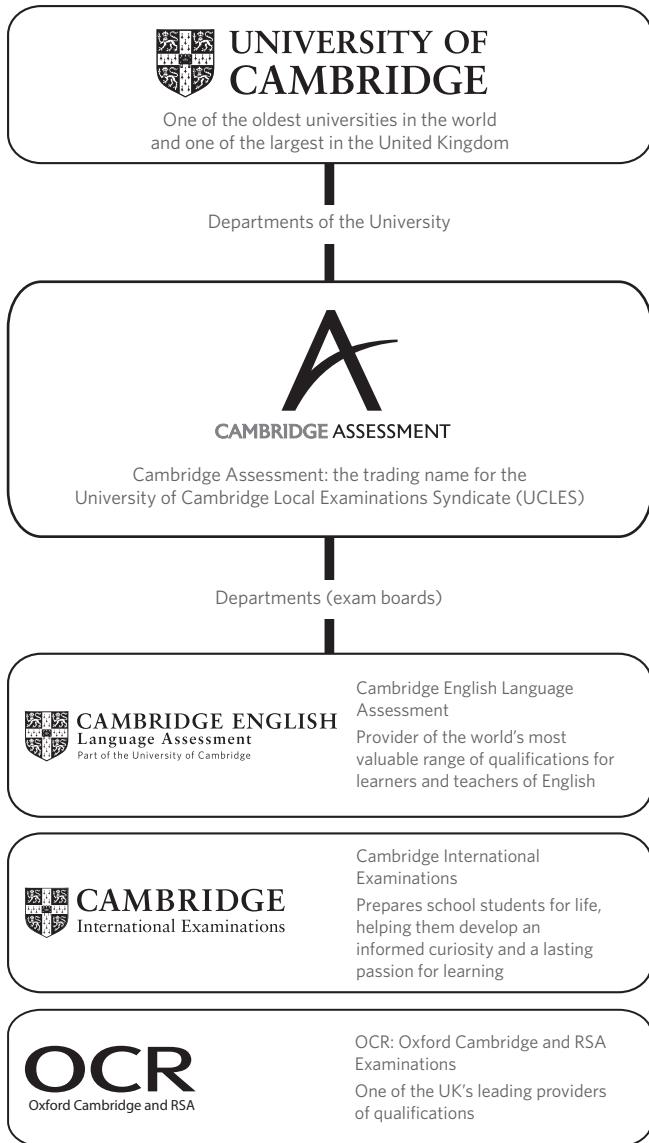
## Contents

About Cambridge English Language Assessment	2	<b>Module 3</b>	<b>30</b>
Cambridge English Teaching Qualifications – an overview	3	Syllabus	31
Cambridge English Teaching Framework	4	Teachers' and learners' language in the classroom	31
Continuing development opportunities at every level	6	Classroom management	31
Introduction to <i>TKT</i>	7	Sample paper	32
<i>TKT</i> Modules 1–3: an overview	7		
Support for candidates and course providers	8	Module 1 answer key	39
<i>TKT</i> Modules 1–3 administration	9	Module 2 answer key	40
Special Circumstances	9	Module 3 answer key	41
		Sample answer sheet	42
<b>Module 1</b>	<b>10</b>	<b>TKT</b> band descriptors	43
Syllabus	11		
Describing language and language skills	11	More Cambridge English teaching courses and qualifications	44
Background to language learning	12		
Background to language teaching	12		
Sample paper	13		
<b>Module 2</b>	<b>20</b>		
Syllabus	21		
Planning and preparing a lesson or sequence of lessons	21		
Selection and use of resources	21		
Sample paper	22		

# About Cambridge English Language Assessment

*TKT (Teaching Knowledge Test)* is developed by Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.



principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to [www.cambridgeenglish.org/cefr](http://www.cambridgeenglish.org/cefr)

## Cambridge English Teaching Qualifications

Our internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

## Supporting teachers

Cambridge English Teaching Qualifications such as *TKT* form an important part of our teacher development range. All of our teaching qualifications are mapped onto the Cambridge English Teaching Framework, which is designed to help teachers identify where they are in their career, plan where they want to get to and identify development activities to get there.

## Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

**Validity** – are our exams an authentic test of real-life English or teaching knowledge?

**Reliability** – do our exams behave consistently and fairly?

**Impact** – does our assessment have a positive effect on teaching and learning?

**Practicality** – does our assessment meet candidates' needs within available resources?

**Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from [www.cambridgeenglish.org/principles](http://www.cambridgeenglish.org/principles)

## The world's most valuable range of English qualifications

We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year.

We offer assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also for specific business English qualifications. All of our English language exams are aligned to the

# Cambridge English Teaching Qualifications – an overview

The following qualifications are available to teachers through Cambridge English Teaching Qualifications centres:

	Candidate requirements			Qualification features				
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Paper-based test
<b>TKT Modules 1, 2 and 3</b> Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	●				●
<b>TKT: CLIL</b> (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	●				●
<b>TKT: Young Learners</b>	Not essential	Not required	Primary	●				●
<b>CELTA</b> Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	●	○ Face-to-face or online/blended options	●	○	
<b>ICELT</b> In-service Certificate in English Language Teaching	Required	Local requirements for teachers apply	Primary, secondary or adults		○	○	○	
<b>Delta Module One</b> Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					●
<b>Delta Module Two</b>	Required	Initial teaching qualification	Primary, secondary or adults		○	○	○	
<b>Delta Module Three</b>	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements			Course/qualification features				
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Online/blended learning course option
<b>CELT-P</b> Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary		○	○	○	●
<b>CELT-S</b> Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary		○	○	○	●
<b>Train the Trainer</b>	Required	Teaching qualification	Adults		○			
<b>Certificate in EMI Skills</b> English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	●
<b>Language for Teaching - A2</b>	N/A	A1 level English	Primary, secondary	●	○		○	●
<b>Language for Teaching - B1</b>	N/A	A2 level English	Primary, secondary	●	○		○	●
<b>Language for Teaching - B2</b>	N/A	B1 level English	Primary, secondary	●	○		○	●

# Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

	Foundation	Developing
Learning and the Learner	<ul style="list-style-type: none"> <li>Has a basic understanding of some language-learning concepts.</li> <li>Demonstrates a little of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many language-learning concepts.</li> <li>Demonstrates some of this understanding when planning and teaching.</li> </ul>
Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of teaching, learning and assessment.</li> <li>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</li> <li>Can use available tests and basic assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of teaching, learning and assessment.</li> <li>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</li> <li>Can design simple tests and use some assessment procedures to support and promote learning.</li> </ul>
Language Ability	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1 and A2 levels.</li> <li>Uses basic classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2 and B1 levels.</li> <li>Uses classroom language which is mostly accurate.</li> </ul>
Language Knowledge and Awareness	<ul style="list-style-type: none"> <li>Is aware of some key terms for describing language.</li> <li>Can answer simple learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has reasonable knowledge of many key terms for describing language.</li> <li>Can answer most learner questions with the help of reference materials.</li> </ul>
Professional Development and Values	<ul style="list-style-type: none"> <li>Can reflect on a lesson with guidance and learn from feedback.</li> <li>Requires guidance in self-assessing own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect on a lesson without guidance and respond positively to feedback.</li> <li>Can self-assess own needs and identify some areas for improvement.</li> </ul>

## Proficient

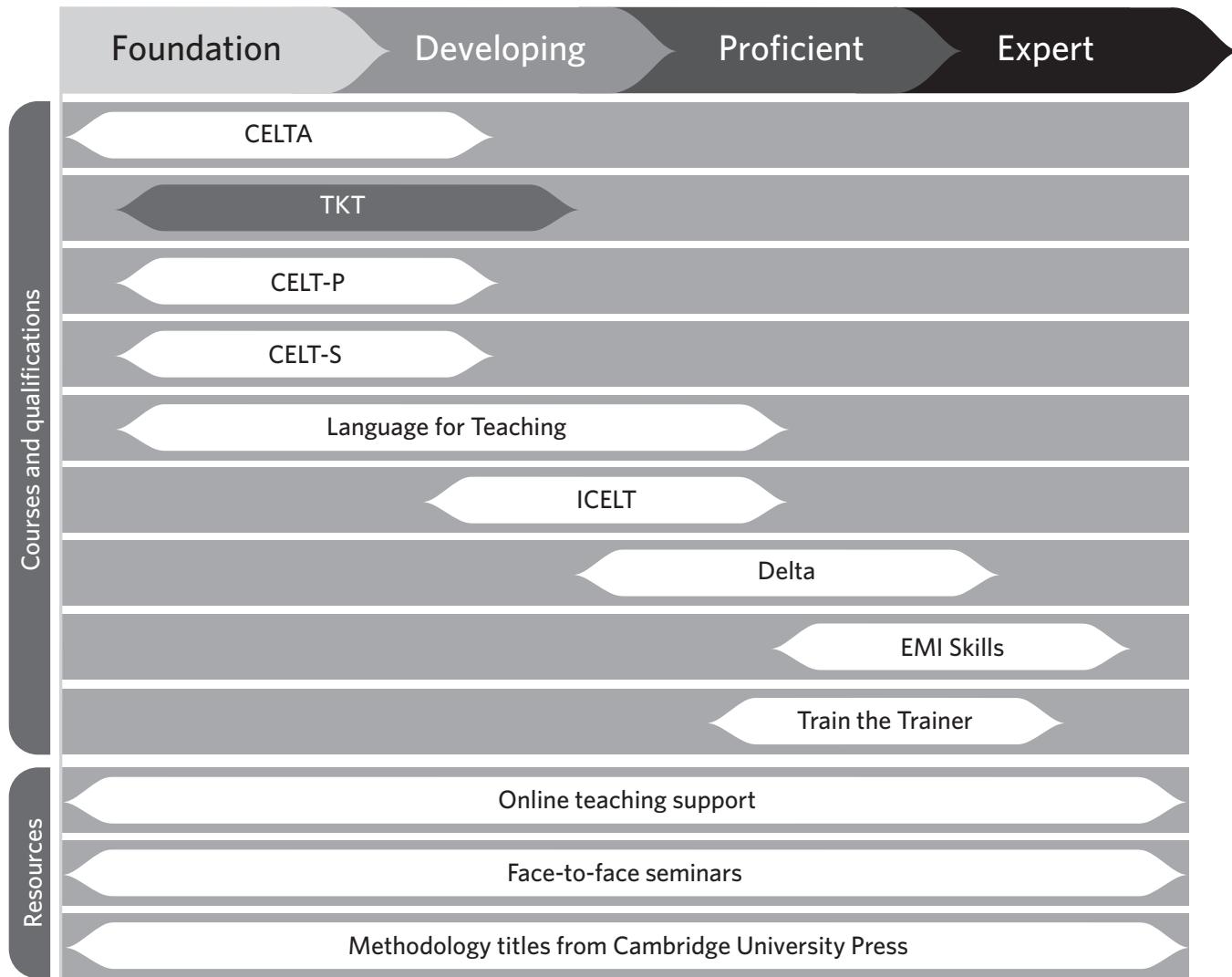
## Expert

<ul style="list-style-type: none"> <li>Has a good understanding of many language-learning concepts.</li> <li>Frequently demonstrates this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of language-learning concepts.</li> <li>Consistently demonstrates this understanding when planning and teaching.</li> </ul>
<ul style="list-style-type: none"> <li>Has a good understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</li> <li>Can design effective tests and use a range of assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</li> <li>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</li> </ul>
<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</li> <li>Uses classroom language which is consistently accurate throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1-C2 levels.</li> <li>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>Has good knowledge of key terms for describing language.</li> <li>Can answer most learner questions with minimal use of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has sophisticated knowledge of key terms for describing language.</li> <li>Can answer most learner questions in detail with minimal use of reference materials.</li> </ul>
<ul style="list-style-type: none"> <li>Can reflect critically and actively seeks feedback.</li> <li>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</li> <li>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</li> </ul>

See the full version of the framework for detailed competency statements: [www.cambridgeenglish.org/teaching-framework](http://www.cambridgeenglish.org/teaching-framework)

## Continuing development opportunities at every level

Our teaching qualifications and range of teacher support are mapped onto the framework, so teachers and educational institutions can find the combination of development activities that suits them best.



**See page 44 for more information about Cambridge English teaching courses and qualifications.**

# Introduction to TKT

*TKT* tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development and provide a step in their progression on the Cambridge English Teaching Framework. Candidates can also use *TKT* to access further training and enhance career opportunities.

## TKT – an overview

*TKT* is divided into separate modules. Candidates can take them all, or choose the modules that meet their needs. A certificate is received for each module completed.

The **core modules** are designed to provide a foundation in the principles and practice of English language teaching:

- *TKT: Module 1* – Language and background to language learning and teaching
- *TKT: Module 2* – Lesson planning and use of resources for language teaching
- *TKT: Module 3* – Managing the teaching and learning process.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

There are further **specialist modules**, which can be taken separately or added to the core modules:

- *TKT: CLIL (Content and Language Integrated Learning)*
- *TKT: Young Learners*.

Please note: *TKT: KAL (Knowledge about Language)*, *TKT: Practical* and computer-based *TKT* Modules 1, 2 and 3 are no longer available after December 2016.

## The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for *TKT* preparation.

# TKT Modules 1–3: an overview

## Who are TKT Modules 1–3 suitable for?

*TKT* Modules 1, 2 and 3 test knowledge of concepts related to language, language use and the background to and practice of language teaching and learning.

*TKT* is suitable for teachers of English in primary, secondary or adult teaching contexts.

*TKT* Modules 1, 2 and 3 may be taken by:

- pre-service teachers
- teachers who wish to refresh and extend their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

## Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for *TKT* Modules 1, 2 and 3 and there are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. A non-exhaustive list of teaching terminology and definitions is provided in the *TKT* Glossary, which can be downloaded from [www.cambridgeenglish.org/tkt](http://www.cambridgeenglish.org/tkt)

## What can successful candidates do with TKT?

*TKT* increases teachers' confidence and enables them to progress to other Cambridge English Teaching Qualifications.

*TKT* is recognised as an English language teaching qualification by many organisations and institutions around the world.

## Test structure

Each *TKT* module consists of a timed pencil-and-paper test featuring 80 multiple-choice questions.

*TKT* Modules 1, 2 and 3 test candidates' knowledge of concepts related to language teaching and learning, rather than their proficiency in the English language, or their performance in classroom situations.

## Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test material. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the *TKT* Glossary).

## Sources and text types used in TKT Modules 1–3

Extracts, original or adapted, from the following sources may feature in *TKT* Modules 1, 2 and 3:

- English language teaching coursebooks or supplementary materials
- handbooks on English language teaching and learning
- English language teaching journals and magazines
- testing materials
- grammar books and dictionaries, including phonemic transcription (IPA – International Phonetic Alphabet)
- diagrams or other visuals
- transcriptions of classroom talk
- descriptions of classroom situations
- examples of learners' writing.

## Support for candidates and course providers

Support and general information for *TKT*, including a downloadable version of this handbook, can be found at [www.cambridgeenglish.org/tkt](http://www.cambridgeenglish.org/tkt)

### Preparing to take TKT Modules 1–3

It is not necessary to complete a course to enter for *TKT* Modules 1, 2 and 3. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Official Cambridge English preparation materials for *TKT* Modules 1, 2 and 3, including books and an online course, have been jointly developed by Cambridge English and Cambridge University Press and can be found at [www.cambridge.org/cambridgeenglish](http://www.cambridge.org/cambridgeenglish)

### Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at [www.cambridgeenglish.org/resources-for-teachers](http://www.cambridgeenglish.org/resources-for-teachers)

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:

[www.cambridgeenglish.org/webinars](http://www.cambridgeenglish.org/webinars)

Seminars and events:

[www.cambridgeenglish.org/events](http://www.cambridgeenglish.org/events)

Cambridge English TV:

[www.youtube.com/cambridgeenglishtv](http://www.youtube.com/cambridgeenglishtv)

## Pretesting

Pretesting of *TKT* test material provides us with valuable information about candidates' performance on particular tasks. Pretesting is also useful for centres or institutions, as it gives candidates the opportunity to familiarise themselves with *TKT* task types under test conditions and to receive feedback on areas of strength and weakness.

If your centre or institution would like to be involved in *TKT* pretesting, find out more at [www.cambridgeenglish.org/about-pretesting](http://www.cambridgeenglish.org/about-pretesting)

## Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at [www.cambridgeenglish.org/helpdesk](http://www.cambridgeenglish.org/helpdesk) for:

- details of entry procedure
- current fees
- details of exam sessions
- more information about *TKT* and other Cambridge English Teaching Qualifications and exams.

# TKT Modules 1–3 administration

## Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to [www.cambridgeenglish.org/teachingcentresresearch](http://www.cambridgeenglish.org/teachingcentresresearch)

*TKT* tests are available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

**For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.**

## Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

A full set of band descriptors for each module can be found on page 43.

## Notification of results

*TKT* results are issued to centres approximately two weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

## Appeals procedure

We provide a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their centre for advice.

For more information about the appeals procedure, go to [www.cambridgeenglish.org/help/enquiries-and-appeals](http://www.cambridgeenglish.org/help/enquiries-and-appeals)

## Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**

These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.

- **Special consideration**

We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

- **Malpractice**

We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to

[www.cambridgeenglish.org/help](http://www.cambridgeenglish.org/help)

# Module 1

## Language and background to language learning and teaching

### Overview

<b>TIMING</b>	1 hour 20 minutes
<b>NO. OF QUESTIONS</b>	80
<b>TASK TYPES</b>	Objective tasks, such as matching and multiple choice.
<b>ANSWER FORMAT</b>	Candidates indicate their answers by shading the correct boxes on their answer sheets.  Candidates should use a pencil.
<b>MARKS</b>	Each question carries 1 mark.

# Syllabus

This module tests candidates' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at their disposal to cater for these learning factors.

Title	Areas of teaching knowledge	Task types and format
<b>Describing language and language skills</b>	<p>Concepts and terminology for describing language: grammar, lexis, phonology and functions</p> <p>Concepts and terminology for describing language skills and subskills, e.g. reading for gist, scanning</p>	<p>6 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>
<b>Background to language learning</b>	<p>Factors in the language learning process, e.g.</p> <ul style="list-style-type: none"> <li>• motivation</li> <li>• exposure to language and focus on form</li> <li>• the role of error</li> <li>• differences between L1 and L2 learning</li> <li>• learner characteristics, e.g.           <ul style="list-style-type: none"> <li>- learning styles</li> <li>- learning strategies</li> <li>- maturity</li> <li>- past language learning experience</li> </ul> </li> <li>• learner needs</li> </ul>	<p>3 tasks consisting of 15 questions</p> <p>Tasks include matching and multiple choice.</p>
<b>Background to language teaching</b>	<p>The range of methods, tasks and activities available to the language teacher, e.g.</p> <ul style="list-style-type: none"> <li>• presentation techniques and introductory activities</li> <li>• practice activities and tasks for language and skills development</li> <li>• assessment types and tasks</li> <li>• appropriate terminology to describe the above</li> </ul>	<p>4 tasks consisting of 25 questions</p> <p>Tasks include matching and multiple choice.</p>

## Describing language and language skills

This part of Module 1 tests candidates' knowledge of the terms and concepts common in English language teaching that are used to describe language and its use, and language skills.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
grammar	<ul style="list-style-type: none"> <li>• parts of speech</li> <li>• the forms and use of grammatical structures</li> </ul>
lexis	<ul style="list-style-type: none"> <li>• types of meaning</li> <li>• word formation, e.g. prefixes, suffixes, compounds</li> <li>• word groupings, e.g. synonyms, antonyms, lexical sets, homophones, collocation</li> <li>• register</li> </ul>
phonology	<ul style="list-style-type: none"> <li>• symbols from the International Phonetic Alphabet (IPA)</li> <li>• phonemes, word stress, sentence stress, intonation and connected speech</li> </ul>
functions	<ul style="list-style-type: none"> <li>• context</li> <li>• levels of formality</li> <li>• appropriacy</li> <li>• a range of functions and their typical exponents</li> </ul>
language skills	<ul style="list-style-type: none"> <li>• reading, listening, speaking, writing and their subskills</li> <li>• features of spoken and written texts, e.g. layout, organisation, accuracy, fluency, authenticity</li> </ul>

## Background to language learning

This part of Module 1 tests candidates' knowledge of factors underpinning the learning of English by speakers of other languages. It focuses on those learner characteristics which distinguish one learner or group of learners from another in terms of their learning and those which affect both what and how a teacher chooses to teach a class or an individual learner. It also tests candidates' knowledge of aspects of the language learning process and their impact on teaching.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
motivation	<ul style="list-style-type: none"> <li>▪ influences on motivation</li> <li>▪ the importance of motivation</li> <li>▪ measures that can increase motivation</li> </ul>
exposure to language and focus on form	<ul style="list-style-type: none"> <li>▪ acquisition</li> <li>▪ silent period</li> <li>▪ L2 learners' need for interaction and focus on form as complements of exposure</li> </ul>
the role of error	<ul style="list-style-type: none"> <li>▪ errors and slips</li> <li>▪ interference and developmental errors</li> <li>▪ interlanguage</li> </ul>
the differences between L1 and L2 learning	<ul style="list-style-type: none"> <li>▪ differences in age</li> <li>▪ differences in the context of learning</li> <li>▪ differences in ways of learning</li> </ul>
learner characteristics	<ul style="list-style-type: none"> <li>▪ common learning styles and preferences</li> <li>▪ common learning strategies</li> <li>▪ maturity</li> <li>▪ past language learning experiences</li> <li>▪ how learner characteristics affect learning</li> </ul>
learner needs	<ul style="list-style-type: none"> <li>▪ the personal, learning and (future) professional needs of learners</li> </ul>

## Background to language teaching

This part of Module 1 tests candidates' knowledge of the pedagogic choices the teacher has at his/her disposal to cater for learner characteristics, learning processes and the differences between L1 and L2 learning. This part also tests knowledge of concepts and terms related to teaching and learning procedures and activities, including assessment.

Candidates need to demonstrate an understanding of methods, tasks, activities and terminology related to:

Syllabus area	Example testing focus
presentation techniques and introductory activities	<ul style="list-style-type: none"> <li>▪ introductory activities such as warmers and lead-ins</li> <li>▪ common ways of presenting language</li> </ul>
types of activities and tasks for language and skills development	<ul style="list-style-type: none"> <li>▪ the design and purpose of a range of common comprehension and production tasks and activities</li> <li>▪ teaching terms, e.g. prompting, eliciting, drilling</li> <li>▪ frameworks for activities and tasks           <ul style="list-style-type: none"> <li>- Presentation, Practice and Production (PPP)</li> <li>- Task-based Learning (TBL)</li> <li>- Total Physical Response (TPR)</li> <li>- the Lexical Approach</li> <li>- Grammar-Translation</li> <li>- test-teach-test</li> <li>- guided discovery</li> </ul> </li> </ul>
assessment types and tasks	<ul style="list-style-type: none"> <li>▪ purposes for assessment, e.g. diagnostic, placement, achievement, formative, progress, proficiency</li> <li>▪ methods of assessment, e.g. self, peer, portfolio, informal and formal</li> <li>▪ the design and purpose of a range of assessment tasks and activities</li> </ul>

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 1 – 7, look at the sentences. Read the questions about the grammar in the sentences and the three possible answers listed A, B and C.

Choose the correct answer.

Mark the correct letter (A, B or C) on your answer sheet.

**6** Quite a few people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?

- A Quite
- B few
- C never

**1** The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?

- A seem
- B have
- C know

**2** I told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?

- A I
- B you
- C him

**3** It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?

- A difficult
- B sure
- C right

**4** We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?

- A visited
- B ruined
- C built

**5** I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?

- A idea
- B email
- C advice

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 8 – 13, match the underlined examples of 'could' with their uses listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

#### Uses of 'could'

- A** to express future possibility
- B** to complain
- C** to give permission
- D** to express present ability
- E** to express past ability
- F** to express present possibility
- G** to express future ability

#### Examples

8 That could be Judith on the phone.

9 I could hear a funny noise coming from somewhere in the engine.

10 It could snow! Look at the sky!

11 Thanks a lot. You could leave now, if you're in a hurry.

12 You could try asking me before you use my comb, you know.

13 The doctor is free. He could see you now if you like.

For questions 14 – 19, choose the best option (A, B or C) to complete each statement about lexis.

Mark the correct letter (A, B or C) on your answer sheet.

- 14 See and sea; take and tail; where and wear are examples of .....

- A** false friends.
- B** connected speech.
- C** homophones.

- 15 Rock hard; soft boiled; melting point are examples of .....

- A** compounds.
- B** antonyms.
- C** idioms.

- 16 Jeans, T-shirt, coat, and athlete, jog, long jump are examples of .....

- A** linking.
- B** collocations.
- C** lexical sets.

- 17 Look up; look out; look over are examples of .....

- A** word boundaries.
- B** phrasal verbs.
- C** verb patterns.

- 18 The different meanings of the noun bank are examples of .....

- A** homonyms.
- B** affixation.
- C** connected speech.

- 19 Rare and hair; meat and street; money and sunny are examples of .....

- A** rhymes.
- B** key words.
- C** contrastive stress.

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 20 – 26, look at the questions about phonology and the three possible examples listed **A**, **B** and **C**.

Choose the example which matches the term.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

For questions 27 – 33, match the underlined groups of words with the functions listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

**20** Which of the following contains a contraction?

- A** USA  
**B** can't  
**C** bye

**21** How many phonemes does *place* have?

- A** two  
**B** three  
**C** four

**22** How is *butcher* written in phonemic script?

- A** /bu:tʃə/  
**B** /bu:tʃɪ/  
**C** /bu:tʃɔ:/

**23** Which of the following is true of connected speech in English?

- A** The first syllable of each word is always stressed.  
**B** Structural words are never stressed.  
**C** Content words are usually stressed.

**24** Which of the following contains a diphthong?

- A** /mɛlɪ/  
**B** /ma:ed/  
**C** /mɔ:/

**25** How many weak vowel sounds does *banana* have?

- A** one  
**B** two  
**C** three

**26** Which of these words is a minimal pair?

- A** think/thinking  
**B** shelf/ship  
**C** cut/cat

## Functions

- |          |                        |
|----------|------------------------|
| <b>A</b> | to express a condition |
| <b>B</b> | to give a reason       |
| <b>C</b> | to show a result       |

## Groups of words

**27** As it might rain at the weekend, I've hired a couple of DVDs.

- 28** I don't think I'll buy a new car unless I get a pay rise.

- 29** It was such an enjoyable party that I stayed longer than I'd planned.

- 30** I'm lighting candles since the electricity's gone off.

- 31** Wanting to avoid the rush hour, I set off very early.

- 32** Provided you pay me back next week, I'll lend you the money.

- 33** It was so cold I put another jumper on.

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 34 – 40, match what readers do with the ways of reading listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

**Ways of reading**

- A** predicting
- B** scanning
- C** inferring attitude
- D** deducing meaning from context
- E** intensive reading
- F** identifying text organisation
- G** reading for main ideas
- H** skimming

For questions 41 – 45, match the things the teacher does with the ways in which the students are motivated listed A – F.

Mark the correct letter (A – F) on your answer sheet.

There is one extra option which you do not need to use.

**Ways students are motivated**

- A** This makes students feel that the course is well organised.
- B** Students feel more comfortable when talking about what they know best – themselves!
- C** Students like to hear they have done well.
- D** Using their imagination can help students to get more involved in their fluency work.
- E** Students often like ‘being the teacher’ and explaining things to other students.
- F** I find this allows me to keep students’ attention by quickly changing the pace of the lesson.

**Things the teacher does**

- |           |  |
|-----------|--|
| <b>41</b> | I sometimes get my students to choose a general interest topic to research and give mini-presentations on. |
| <b>42</b> | I connect some of the texts and speaking topics in the coursebook to my students and their lives.          |
| <b>43</b> | I have some favourite ‘five-minute’ fun activities ready for whenever I need them.                         |
| <b>44</b> | I tell my students each week what they’re going to study.  |
| <b>45</b> | I use drama and role-play in the classroom.  |
- 
- |           |   |
|-----------|---|
| <b>34</b> | They quickly search the text to find particular information.                                  |
| <b>35</b> | They decide how writers feel from the way that they write.                                    |
| <b>36</b> | They use parts of the text to help them understand unfamiliar lexis.                          |
| <b>37</b> | They look at a text quickly to get a general understanding.                                   |
| <b>38</b> | They look at how the information is structured, by noticing headings or introductory phrases. |
| <b>39</b> | They focus on how language is used in a piece of text.  |
| <b>40</b> | They use titles and pictures to give themselves ideas about what the text is about.           |

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 46 – 50, look at the examples of what learners do and the three possible learning strategies listed A, B and C.

Choose the strategy which matches the example.

Mark the correct letter (A, B or C) on your answer sheet.

**46** I focus on the language I use to make sure it is correct.

- A memorising
- B revising
- C self-monitoring

**47** If I don't know a word, I try to work it out from the rest of the sentence.

- A paraphrasing
- B using linguistic clues
- C translating

**48** I make notes about how native speakers use English in films and TV shows.

- A paying attention to language use
- B organising learning aids
- C predicting content from the situation

**49** I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

- A developing routines for revision
- B experimenting with language
- C accepting correction

**50** If I don't know what something means, I look it up.

- A focusing on collocations
- B using opportunities for practice
- C consulting reference materials

For questions 51 – 55, match the learners' preferences with the learning styles listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

**Learning styles**

- |                |
|----------------|
| A visual       |
| B auditory     |
| C kinaesthetic |

**Learners' preferences**

**51** I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.

**52** I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.

**53** If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.

**54** Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.

**55** I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 62 – 67, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques listed A – G.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

**Teaching approaches**

- A** Test-teach-test
- B** Presentation, Practice and Production
- C** Task-based Learning

**Learners' preferences**

- real beginners who prefer a structural approach and like to have a clear focus on new language  
 those learners who just want to communicate, using all the language they know to convey meaning

- 56** learners who like to study grammar and lexical patterns and check what they already know  
**57** learners at a higher level who enjoy doing exercises on language but have already studied the structures  
**58** learners who enjoy doing extended pieces of work such as project work  
**59** learners who are not confident about experimenting with language or those who have little exposure to English

**Presentation techniques**

- A** getting students to use grammar in a controlled way
- B** highlighting the language focus and aim of the lesson
- C** getting students to focus on the target language through the context of a listening activity
- D** raising students' awareness of differences in register
- E** getting students to focus on pronunciation of the target language
- F** setting up the situation
- G** encouraging students to analyse structural patterns

**Sequence of classroom activities**

- 62** The teacher wrote the topic of the day's lesson on the board: 'Making requests'.  
**63** The teacher asked some students to tell the class about important requests they had made in their lives.  
**64** The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.  
**65** The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ -ing in the sentences.  
**66** The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.  
**67** The teacher drilled the sentences chorally, paying attention to connected speech.

## TEACHING KNOWLEDGE TEST | MODULE 1

For questions 68 – 74, match the classroom activities with the types of speaking practice listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

For questions 75 – 80, complete the sentences about test types by choosing the appropriate option listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

**Types of speaking practice**

- A focus on pronunciation
- B accuracy practice
- C fluency practice

**Classroom activities**

68 We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items.

69 My partner gave me the infinitives of different irregular verbs and I had to spell the past participle. I got a point for every one I got right.

70 We did a transformation drill. The teacher said a sentence and we had to make it into a question as fast as we could with no mistakes.

71 We worked in threes and were each given part of a story. We had to read the text and then tell each other the information we knew to complete the whole story.

72 We interviewed people in the street about what improvements they would like to see to the town's sports facilities.

73 The teacher made shapes with her mouth but didn't speak and we had to shout out what word she was saying each time.

74 When we were reading out the play, the teacher asked us to put more feeling into what we were saying.

75 A cloze test assesses

- A listening skills.
- B speaking skills.
- C reading skills.

76 A diagnostic test is used to assess

- A learners' strong and weak points in language.
- B learners' ability to recognise their own language mistakes.
- C learners' ability to summarise the main points in a text.

77 A summative test is used at

- A the beginning of a course.
- B the end of a course.
- C the beginning and end of a course.

78 A placement test is used to

- A put learners in a suitable class.
- B rank learners in order of achievement from first to last.
- C assess whether learners are ready to enter university.

79 A proficiency test always assesses

- A the language of daily conversation.
- B the language which students have been taught.
- C the level of language that learners have reached.

80 An achievement test assesses

- A how well learners have learned what has been taught in class.
- B whether students are ready to start learning a language.
- C if learners are at the right level to sit a public exam.

# Module 2

## Lesson planning and use of resources for language teaching

### Overview

<b>TIMING</b>	1 hour 20 minutes
<b>NO. OF QUESTIONS</b>	80
<b>TASK TYPES</b>	Objective tasks, such as matching and multiple choice.
<b>ANSWER FORMAT</b>	Candidates indicate their answers by shading the correct boxes on their answer sheets.  Candidates should use a pencil.
<b>MARKS</b>	Each question carries 1 mark.

# Syllabus

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Title	Areas of teaching knowledge	Task types and format
<b>Planning and preparing a lesson or sequence of lessons</b>	<p>Lesson planning</p> <ul style="list-style-type: none"> <li>• identifying and selecting aims appropriate to learners, the stage of learning and lesson types</li> <li>• identifying the different components of a lesson plan</li> <li>• planning an individual lesson (or a sequence of lessons) by choosing and sequencing activities appropriate to learners and aims</li> <li>• choosing assessment activities appropriate to learners, aims and stages of learning</li> </ul>	<p>6 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>
<b>Selection and use of resources</b>	<p>Consulting reference resources to help in lesson preparation</p> <p>Selection and use of:</p> <ul style="list-style-type: none"> <li>• coursebook materials</li> <li>• supplementary materials and activities</li> <li>• teaching aids</li> </ul> <p>appropriate to learners and aims</p>	<p>6 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>

## Planning and preparing a lesson or sequence of lessons

This part of Module 2 tests candidates' knowledge of the relationship between activities and aims. It also tests knowledge of ways of sequencing activities within and across lessons in a manner appropriate to particular groups of learners, and of selecting appropriate assessment activities to build into (a series of) lessons.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
identifying and selecting lesson aims	<ul style="list-style-type: none"> <li>• main, subsidiary and personal aims</li> <li>• specification of aims</li> <li>• factors influencing the choice of aims</li> </ul>
identifying the different components of a lesson plan	<ul style="list-style-type: none"> <li>• the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit</li> </ul>
planning an individual lesson or sequence of lessons	<ul style="list-style-type: none"> <li>• common sequences, e.g. structures, skills, topic, project</li> </ul>
choosing assessment activities	<ul style="list-style-type: none"> <li>• informal or formal assessment and related tasks and activities</li> </ul>

## Selection and use of resources

This part of Module 2 tests candidates' knowledge of how to make use of resources, materials and aids in their lesson planning.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
using reference resources for lesson preparation	<ul style="list-style-type: none"> <li>• the range of resources available and teachers' reasons for consulting them</li> </ul>
the selection and use of teaching aids	<ul style="list-style-type: none"> <li>• types of aids and their teaching functions</li> </ul>
the selection and use of coursebook materials	<ul style="list-style-type: none"> <li>• criteria for selection</li> <li>• ways of adapting materials</li> </ul>
the selection and use of supplementary materials and activities	<ul style="list-style-type: none"> <li>• types of supplementary materials and activities</li> <li>• reasons for use</li> <li>• how to select and adapt</li> </ul>

## TEACHING KNOWLEDGE TEST | MODULE 2

**2**

For questions 1 – 6, match the textbook rubrics with the activity aims listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

**Textbook rubrics****1** Use the words and phrases to produce a paragraph about yourself.**2** Use the train timetable to find the best train for each family to catch.**3** Complete the gaps in the newspaper article using the correct verb forms.**4** Use the information from the recording to decide if the statements are true or false.**5** Share your opinions on the topic with other students.**6** Choose the best headline for the article.**Activity aims****A** to provide controlled written grammar practice of recently taught language**B** to personalise recently taught vocabulary through a writing activity**C** to give students practice in identifying details in a listening text**D** to give students practice in oral fluency**E** to provide practice in reading for specific information**F** to provide practice in reading for general understanding**G** to provide practice in process writing**3**

For questions 7 – 12, match the classroom activities with their main teaching aims listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

**7** Learners make a recording of a radio programme they have written.

- A** to focus on voiced and unvoiced sounds  
**B** to provide a sense of achievement  
**C** to improve discipline

**8** Learners do a grammar exercise on a CD-ROM.

- A** to focus on pronunciation  
**B** to focus on fluency  
**C** to focus on form

**9** In groups, learners do a quiz about elephants before reading a story about them.

- A** to test their memory  
**B** to give peer feedback  
**C** to generate interest in a topic

**10** After a groupwork discussion activity, learners work with a partner from another group to share information.

- A** to vary the interaction pattern  
**B** to give restricted practice of target language  
**C** to focus attention on learning strategies

**11** A group of actors comes to the school to perform a short play in English for the learners.

- A** to give learners exposure to language  
**B** to increase learners' participation  
**C** to develop learner autonomy

**12** Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.

- A** to clarify meaning  
**B** to develop gist listening skills  
**C** to focus on accuracy

## TEACHING KNOWLEDGE TEST | MODULE 2

**4**

For questions 13 – 19, match the lesson aims with the target language listed A – H.  
Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

**Lesson aims**

- 13** to help students understand and produce the spoken form of regular past tenses
- 14** to help students write a set of instructions for a process
- 15** to help students make contrasts
- 16** to help students hold a discussion on a current topic
- 17** to help students write questions for a survey about favourite holiday activities
- 18** to help students understand and use the third conditional
- 19** to help students talk about family relationships

**Target language**

- A** expressions for agreeing and disagreeing
- B** question tags
- C** possessive adjectives
- D** verb + gerund
- E** the comparative form of adjectives
- F** weak forms in connected speech for would / have / had
- G** verb endings /t/ /d/ /id/
- H** joining phrases, such as *first of all*, *next* and *at the end*

**5**

For questions 20 – 27, match the information from different lesson plans with the lesson plan headings listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

**Lesson plan headings**

- |          |             |
|----------|-------------|
| <b>A</b> | Aims        |
| <b>B</b> | Procedure   |
| <b>C</b> | Assumptions |

**Information from different lesson plans**

- 20** Students will remember how to form present perfect simple statements from the last lesson.
- 21** By the end of the lesson, students will be able to form present perfect simple questions.
- 22** Improve use of functional language for talking about experiences.
- 23** Ask pairs to act out a role-play between a reporter and a film star.
- 24** Students already know what a past participle is.
- 25** Students could complete the second task if they finish early.
- 26** Students may have problems with authentic listening.
- 27** Students listen to the recording to check their answers.

## TEACHING KNOWLEDGE TEST | MODULE 2

7

**6**  
For questions 28 – 33, read the stages of the lesson plan about the advantages and disadvantages of school and work and fill in the missing stages from the options listed A – F.

Mark the correct letter (A – F) on your answer sheet.

**Missing stages****Lesson plan**

<b>Missing stages</b>	<p>A Students read the article, answer comprehension questions and check their answers in pairs.</p> <p>B Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her.</p> <p>C Students complete a gapped paragraph, using appropriate language forms.</p> <p>D Students read some opinions of people who work, and tick (✓) the ones they agree with.</p> <p>E Students read the article quickly, underlining the answers given to the journalist's questions.</p> <p>F Students use the information from the article to act out the interview.</p>	<p>◆ In groups, students brainstorm their own views on the advantages and disadvantages of being at school.</p> <p>◆ Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work.</p> <p>◆ Students predict the content of the newspaper interview.</p> <p>◆ Students check in pairs.</p> <p>◆ The teacher leads whole-class feedback.</p> <p>◆ The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.</p> <p>◆ The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. <i>work hours are more flexible than school hours; working is better paid than going to school</i></p> <p>◆ Students look at the sentences on the board and the teacher revises comparatives.</p> <p>◆ Students write up their views on the advantages and disadvantages of school and work.</p>
-----------------------	--	---

## TEACHING KNOWLEDGE TEST | MODULE 2

8

For questions 34 – 40, look at a teacher's assessment aims and the three possible methods of assessment for each listed A, B and C.

Two of the methods of assessment are appropriate for each aim. One of the methods is NOT.

Mark the method (A, B or C) which is NOT appropriate on your answer sheet.

---

9

To assess whether students know when to use *used to* for past habits, it would NOT be appropriate for

- A students to write about what they did as a child, responding to prompts, e.g. clothes, toys.
- B students to write sentences about a man who has become famous, contrasting his old and new life.
- C students to tell a story about something funny which happened to them as a child.

38

To assess whether students have understood how to use narrative tenses, it would NOT be appropriate for

- A students to tell each other a story about a time when they were very surprised.
- B students to complete a story in which some of the verbs have been taken out.
- C students to read a story and select three pictures which best match what happened.

To assess whether students have understood some basic information about article use, it would NOT be appropriate for

- A students to underline examples of articles in a text and then select the rule which best explains the use in each case.
- B students to circle examples of articles in a text and categorise them according to their use.
- C students to read a text containing examples of different uses of articles and translate the text into their L1.

34

To assess whether students can use comparative structures in spoken English, it would NOT be appropriate for

- A students to compare their own country with another, using at least five comparatives.
- B students to correct the mistakes in the use of comparatives in a short report.
- C students to talk about food from different countries and say how it is similar or different.

To assess whether students can use functional exponents for buying something in a shop, it would NOT be appropriate for

- A students to write short dialogues between shop assistants and customers.
- B students to complete the shop assistant's part of a dialogue in a shop.
- C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.

To assess whether students can use the present perfect, it would NOT be appropriate for

- A students to discuss the positive and negative experiences they had at primary school.
- B students to mingle to find out who has the most experience of travelling to other countries.
- C students to write questions for a job interview to find out about an applicant's work experience.

39

To assess whether students can use punctuation clearly, it would NOT be appropriate for

- A students to label different features of punctuation, e.g. comma, full stop, in a letter.
- B students to write a letter to a friend, telling him/her about their latest news.
- C students to punctuate a short letter which has been written without any punctuation.

40

## TEACHING KNOWLEDGE TEST | MODULE 2

**10**

For questions 41 – 47, look at the types of information and extracts from two different dictionaries.

Decide which extract (A or B) contains each type of information.

If the type of information is **NOT** given in either extract A or B, choose C (neither).

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

**Dictionary extracts****A Extract A**

**achieve** *verb*  
 to succeed in finishing something or reaching an aim  
 VERB + ACHIEVE **aim** to /*ɪm/ we aim to achieve an increase in sales.  
 ADJ + ACHIEVE **be easy to**, **be impossible to***

Adapted from: *Oxford Collocations Dictionary for Students of English*. OUP, 2002**B Extract B**

**error** *noun*  
 1 = **mistake**, **inaccuracy**, fault, miscalculation  
 2 = **wrongdoing**, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus*. Collins, 2008**C Not given in either Extract A or Extract B****Types of information**

- 41** use in context
- 42** register
- 43** individual words which have a similar meaning to the headword
- 44** common phrases
- 45** words which have the opposite meaning to the headword
- 46** more than one meaning of the headword
- 47** example of the position of the headword in a sentence

**11**For questions 48 – 54, choose which unit in a pronunciation resource book listed **A – H**, a teacher could use to help her students with their pronunciation problems.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

**Students' pronunciation problems****48** Students can't hear the difference between *bin* and *been*; *bad* and *bed*.**49** Students find it hard to say the underlined parts of words like: *spoon*; *exercise*; *mistake*.**50** Students pronounce each word separately, so their speech doesn't sound smooth.**51** Students' speech in conversations sounds flat and uninterested.**52** Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record* / *a record*; *to present* / *a present*.**53** Students can't hear individual words when people talk.**54** Students don't pronounce the phonemes /ʒ/, /dʒ/, /z/, /tʃ/. They replace them with corresponding phonemes /f/, /tʃ/, /s/, /tʃ/.**Units in a pronunciation resource book**

- A** Recognising minimal pairs
- B** Understanding connected speech
- C** Producing voiced consonants
- D** Expressing attitude through voice
- E** Practising groups of consonant sounds
- F** Distinguishing parts of speech through stress
- G** Using contrastive stress
- H** Practising linking

## TEACHING KNOWLEDGE TEST | MODULE 2

13

For questions **55 – 60**, match the classroom activities with the reasons for using pictures in class listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

#### Reasons for using pictures

- A** to raise awareness of intonation
- B** to provide linguistic support before receptive skills work
- C** to practise reading for detail
- D** to practise extensive listening
- E** to practise listening for specific information
- F** to provide controlled spoken practice
- G** to provide practice in producing a paragraph of text

#### Classroom activities

Students look at some pictures of people and match descriptions from a magazine article with the pictures.

Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.

Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.

Students look at six pictures and put them in the order they are mentioned in a short recording.

Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.

Students look at a picture of a person they know well and write a description of the person.

For questions **61 – 67**, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

#### Learners' problems with their coursebook

- 61** I can't understand how to do the exercises in the progress tests.
- 62** There's lots of new and useful vocabulary in the book, but it's difficult to remember.
- 63** I like the reading texts, but there's so much language that I don't understand in them.
- 64** The book has lots of fun speaking activities, but it doesn't introduce much new grammar.
- 65** I never know what to write about so I don't do the writing tasks well.
- 66** Every unit is the same ... it gets a bit boring after a while.
- 67** The listening practice in the coursebook is too easy for me.

#### Strategies

- A** Get students to brainstorm ideas in pairs or as a group before they start.
- B** Use repetition drills for practice in listening to and producing structures.
- C** Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.
- D** Suggest that students keep a record on cards or in a notebook and review this regularly.
- E** Give students practice in class with similar task types.
- F** Familiarise students with some internet sites that can help them learn rules about language.
- G** Tell students about internet sites where they can hear ungraded, authentic language.
- H** Train students to work with key words and to deduce meaning from context.

## TEACHING KNOWLEDGE TEST | MODULE 2

14

For questions 68 – 73, match the main aims of the coursebook activities with the sequence of coursebook activities listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

**Main aims**

- 68** to focus on peer correction
- 69** to focus on written accuracy
- 70** to practise reading for gist
- 71** to focus on content, when planning a formal letter of complaint
- 72** to give interactive freer practice
- 73** to practise reading for attitude

15

**Sequence of coursebook activities**

**A** Look through these letters from people who have just returned from holiday.  
Match the letters (1–4) to the main subjects of complaint (a–d).

**B** Look at each letter again.  
Decide which writer is the most angry about his/her complaint.

**C** Read the description of a problem a student has with his accommodation and decide:  
What information could the student include in a letter to his landlord, the owner of the accommodation?

**D** Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord.  
Role-play the discussion and record yourselves.

**E** Listen to the recordings of your classmates and identify any mistakes you hear.

**F** Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.

**G** Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hallows R., Lisboa M. and Unwin M. Thomson, 2006

## TEACHING KNOWLEDGE TEST | MODULE 2

**16**

For questions 74 – 80, match the questions with the supplementary activities listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

**Supplementary activities**

- A** Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.
- B** Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture over, then write down the answers to the questions you will be asked on a separate piece of paper.
- C** You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Give directions to help him/her to draw the same route as yours. You are not allowed to show him/her your map.

**Questions**

- 74** Which activity is useful for practising imperatives?
- 75** Which activity practises the present continuous?
- 76** Which activity provides a more challenging role for one partner?
- 77** Which activity could be used as a calming individual activity after a lively game?
- 78** Which activity can be used to practise questions using *some* and *any*?
- 79** Which activity depends on memory?
- 80** Which activity provides both students with a reason for listening?

# Module 3

## Managing the teaching and learning process

### Overview

<b>TIMING</b>	1 hour 20 minutes
<b>NO. OF QUESTIONS</b>	80
<b>TASK TYPES</b>	Objective tasks, such as matching and multiple choice.
<b>ANSWER FORMAT</b>	Candidates indicate their answers by shading the correct boxes on their answer sheets.  Candidates should use a pencil.
<b>MARKS</b>	Each question carries 1 mark.

# Syllabus

This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Title	Areas of teaching knowledge	Task types and format
<b>Teachers' and learners' language in the classroom</b>	<ul style="list-style-type: none"> <li>using language appropriately, including use of L1/L2, for a range of classroom functions, e.g. instructing, prompting learners, eliciting, conveying meaning of new language</li> <li>sequencing of instructions</li> <li>identifying the functions of learners' language</li> <li>categorising learners' mistakes</li> </ul>	<p>6 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>
<b>Classroom management</b>	<p>Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. appropriate to the learners and aims</p> <ul style="list-style-type: none"> <li>classroom management</li> <li>teacher roles</li> <li>grouping learners</li> <li>correcting learners</li> <li>giving feedback</li> </ul>	<p>6 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>

## Teachers' and learners' language in the classroom

This part of Module 3 tests candidates' knowledge of the functions of classroom language, and how to adapt teacher language according to its audience and purpose. It also tests candidates' knowledge of the appropriacy of teachers' classroom language, how to analyse learners' language and categorise learners' errors.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
the functions commonly used by the teacher in the classroom	<ul style="list-style-type: none"> <li>identification of a range of classroom functions and typical exponents</li> <li>appropriacy of use, e.g. degrees of simplicity of language, appropriateness of sequencing, degrees of formality, use of L1</li> </ul>
identifying the functions of language used by learners in the classroom (tasks may involve analysis of learner language which is not completely accurate)	<ul style="list-style-type: none"> <li>identification of common functions and typical exponents</li> <li>identification of communicative purpose</li> <li>appropriacy of use</li> </ul>
categorising learners' mistakes	<ul style="list-style-type: none"> <li>categorising types of mistakes, e.g. spelling, wrong verb form, subject-verb agreement</li> </ul>

## Classroom management

This part of Module 3 tests candidates' knowledge of the range and function of strategies available to a teacher for managing classes in ways appropriate to learners and to teaching and learning aims. These include variety of activity and pace, ways of grouping learners, techniques for correcting learners' mistakes and the roles a teacher can fulfil at different stages of the lesson.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
the roles of the teacher	<ul style="list-style-type: none"> <li>common teacher roles, e.g. manager, diagnostician, planner</li> </ul>
classroom management	<ul style="list-style-type: none"> <li>managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building variety into lessons, planning lessons to meet learners' needs</li> </ul>
grouping learners	<ul style="list-style-type: none"> <li>common classroom interaction patterns and their uses</li> <li>grouping of learners and reasons for this</li> </ul>
correcting learners	<ul style="list-style-type: none"> <li>methods of correction and their appropriacy of use</li> </ul>
giving feedback	<ul style="list-style-type: none"> <li>the focus and purpose of feedback</li> <li>ways of giving feedback</li> </ul>

## TEACHING KNOWLEDGE TEST | MODULE 3

**3**

For questions 7 – 13, match the teacher's instructions to an elementary class with the teacher trainer's comments listed **A – H**.

For questions 1 – 6, match the examples of teacher's language with the functions listed **A, B and C**.

Mark the correct letter (**A, B or C**) on your answer sheet.

You will need to use some of the options more than once.

**Teacher's instructions**

Okay, let's take a break, 15 minutes, no, no, sorry, ten minutes, no five, we've got a lot to do!

This is very difficult, but I hope you can do it.

Today we are going to look at the form and use of the zero conditional.

Gina, do you know a synonym for the word 'pullover'?

So now, can you all look at this exercise, and match the words to the animals.

You can do this alone, in groups or pairs, it's up to you.

**Teacher's language**

OK, put your hands up to show you're ready to go on to the next activity.

Choose a song in English and find three new words to teach the class next lesson.

Nice to see everyone in time for class. Does anyone know who won the football match yesterday? Our team I hope!

You've got five minutes to find three people in the class who have the same hobbies as you.

Right, let me see everyone with their book open at page 12. Then you'll work on exercise A on your own.

Well done everyone. Now, can you try and work out the meaning of the words you underlined.

Well done everyone. Now, can you try and work out the meaning of the words you underlined.

**A** Well done for deciding on the order for the class to do things before giving instructions.  
**B** Decide which interaction is most appropriate for the task instead of relying on the students.  
**C** It's better to nominate one particular student as this eventually gives everyone a chance to participate.

**D** This is a good, clear instruction for a vocabulary task for an elementary group of learners.  
**E** The grammatical language in this statement is above elementary level.

**F** This statement is demotivating to learners. Try to be more encouraging.  
**G** Try not to change your mind when giving instructions to lower levels, and make them as short as possible.

**H** The student is unlikely to know this term for a lexical category at this level.

**2**

For questions 1 – 6, match the examples of teacher's language with the functions listed **A, B and C**.

Mark the correct letter (**A, B or C**) on your answer sheet.

You will need to use some of the options more than once.

**Functions**

- A** developing social interaction
- B** getting students' attention
- C** promoting learner independence

**Teacher's language**

1 OK, put your hands up to show you're ready to go on to the next activity.

2 Choose a song in English and find three new words to teach the class next lesson.

3 Nice to see everyone in time for class. Does anyone know who won the football match yesterday? Our team I hope!

4 You've got five minutes to find three people in the class who have the same hobbies as you.

5 Right, let me see everyone with their book open at page 12. Then you'll work on exercise A on your own.

6 Well done everyone. Now, can you try and work out the meaning of the words you underlined.

## TEACHING KNOWLEDGE TEST | MODULE 3

**4**

For questions 14 – 19, read the instructions to a class and fill in the missing instructions from the options listed A – F.

Mark the correct letter (A – F) on your answer sheet.

**Instructions to a class****Missing instructions**

- A** You have 10 minutes to do this.
- B** Michael, can you tell me one of the differences you found?
- C** Ask each other questions to find the differences.
- D** Okay, stop now and turn to the front of the class.
- E** There are two pictures. They look the same, but there are five differences.
- F** I am going to give one picture to Student A, and one to Student B.

- ◆ Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.
- 14 .....
- ◆ Now get into pairs and work with the person sitting next to you.
- 15 .....
- Before I give them to you there is one thing you must remember – your picture is top secret! So don't show them to each other. Okay, so now you have the pictures you are ready to start the task. Listen to what I want you to do.
- 16 .....
- ◆ I would like you to work quite quickly, so...
- 17 .....
- ◆ Right, time's up, so finish your last question.
- 18 .....
- ◆ Well done everybody, you worked well. Now let's see if your answers are correct. Listen carefully and see if you agree with each other's answers.
- 19 .....

**5**

◆ Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.

14 .....

◆ Now get into pairs and work with the person sitting next to you.

15 .....

Before I give them to you there is one thing you must remember – your picture is top secret! So don't show them to each other. Okay, so now you have the pictures you are ready to start the task. Listen to what I want you to do.

16 .....

◆ I would like you to work quite quickly, so...

17 .....

◆ Right, time's up, so finish your last question.

18 .....

Well done everybody, you worked well. Now let's see if your answers are correct. Listen carefully and see if you agree with each other's answers.

19 .....

## TEACHING KNOWLEDGE TEST | MODULE 3

7

For questions 27 – 33, match the underlined mistakes in the student's writing with the types of error listed A – H.

For questions 20 – 26, match the mistakes on each line of the student's letter with the types of mistake listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

**Types of mistake**

- |   |                    |
|---|--------------------|
| A | wrong spelling     |
| B | wrong verb pattern |
| C | missing auxiliary  |
| D | wrong noun form    |
| E | wrong word order   |
| F | wrong tense        |
| G | wrong preposition  |
| H | wrong punctuation  |

Dear Susan and Nick,

I'm writing to give you some informations about Theo's travel arrangements.

- 20** He leaves, Athens on December 13th on flight number  
**21** OM 197, arriving to Melbourne at 11.20am the next day.

In case you have problems to recognise him I've enclosed a recent photograph.

- 22** Please let me no if there is anything you would like him to bring from Greece.  
**23** He's quite tall with brown long hair. He's got green eyes.  
**24** He going to wear a dark blue T-shirt, jeans and black trainers for his trip.  
**25** Yours sincerely  
**26** Giorgos

You asked me in your last letter about my bedroom. My bedroom is (27) not big as the one I had before. This one is smaller. It has two windows so it has (28) a lots of light and I've painted the room light blue. I would like to have (29) big mirror, because (30) I haven't got done and I like to see myself before I go out. At the moment (31) this is the most important things that I need. (32) I fill that every day my room will get (33) more fuller.

Write me soon

Femi

**Types of error**

- |   |                              |
|---|------------------------------|
| A | wrong pronoun                |
| B | wrong noun form              |
| C | missing article              |
| D | missing adverb               |
| E | unnecessary adverb           |
| F | wrong adjective              |
| G | inaccurate use of determiner |
| H | inaccurate spelling          |

Dear Sean

For questions 27 – 33, match the underlined mistakes in the student's writing with the types of error listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

For questions 27 – 33, match the underlined mistakes in the student's writing with the types of error listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

**Types of mistake**

- |   |                    |
|---|--------------------|
| A | wrong spelling     |
| B | wrong verb pattern |
| C | missing auxiliary  |
| D | wrong noun form    |
| E | wrong word order   |
| F | wrong tense        |
| G | wrong preposition  |
| H | wrong punctuation  |

Dear Susan and Nick,

I'm writing to give you some informations about Theo's travel arrangements.

- 20** He leaves, Athens on December 13th on flight number  
**21** OM 197, arriving to Melbourne at 11.20am the next day.

In case you have problems to recognise him I've enclosed a recent photograph.

- 22** Please let me no if there is anything you would like him to bring from Greece.  
**23** He's quite tall with brown long hair. He's got green eyes.  
**24** He going to wear a dark blue T-shirt, jeans and black trainers for his trip.  
**25** Yours sincerely  
**26** Giorgos

## TEACHING KNOWLEDGE TEST | MODULE 3

8

For questions 34 – 40, match the underlined words in the transcript of a student's classroom conversation with the functions listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

## Functions

<b>A</b>	changing topic
<b>B</b>	agreeing
<b>C</b>	asking for an opinion
<b>D</b>	asking for clarification
<b>E</b>	giving clarification
<b>F</b>	hesitating
<b>G</b>	correcting
<b>H</b>	disagreeing

## A student's classroom conversation

Katia: So, how long have you lived here, then?

Lydia: (34) In this town?

Katia: Yeah.

Lydia: I was born here, so I know it (35) err, erm ... like the back of my hand.

Katia: Like the back of ...?

Lydia: (36) It's an expression that you use when you know something really well. I like it.

Katia: (37) Yeah, it's a good one. 'Like the back of my hand'. I must remember that.

Lydia: (38) Anyway, how about you? How long you have lived here?

Katia: (39) 'Have you lived here' you mean.

Lydia: Oh yeah, that's right.

Katia: About three years. It's a really nice town.

Lydia: It's so boring. (40) You can't mean that.

9

For questions 41 – 47, match the learner comments with the teacher roles listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

## Teacher roles

- |          |   |
|----------|---|
| <b>A</b> | Manager (manages students and activities during class time)   |
| <b>B</b> | Provider (gives expert information about target language)     |
| <b>C</b> | Diagnostician (finds out the needs and interests of students) |

## Learner comments

- |           |   |
|-----------|---|
| <b>41</b> | My teacher always makes the lessons exciting. We work with lots of different people during a lesson.  |
| <b>42</b> | I couldn't understand the present perfect at all, but my teacher explained it really clearly to me.   |
| <b>43</b> | I always finish my work very quickly, but my teacher always has extra activities for me to do, so I never get bored.  |
| <b>44</b> | The teacher gave us a questionnaire about why we were doing the class and what our aims were for the future.  |
| <b>45</b> | There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well. |
| <b>46</b> | Last week we made a list of topics and voted on the ones we most wanted to discuss in class.  |
| <b>47</b> | My group wrote an essay on what music we like and the teacher really helped us to join our ideas together.  |

## TEACHING KNOWLEDGE TEST | MODULE 3

11

For questions 48 – 54, look at the classroom management terms and three possible descriptions listed **A**, **B** and **C**.

Choose the description which matches the term.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

**Classroom management terms****Interaction patterns**

- 48**
- A** the different ways learners work together in class
  - B** common mistakes learners make when they speak a second language
  - C** the gestures learners use to keep the listener interested in what they are saying

**Rapport**

- 49**
- A** the help a teacher gives to learners in class
  - B** the relationship between teacher and learners
  - C** the end-of-term comments the teacher writes about each learner's work

**Mingling**

- 50**
- A** a group activity which involves students reading different parts of the same text and sharing the information they found out
  - B** a whole class activity which involves learners walking around the classroom sharing information with other learners
  - C** a whole class activity which involves learners sharing vocabulary they know about a topic

**Group dynamics**

- 51**
- A** the relationship between learners in the class
  - B** different groups of learners working autonomously in class
  - C** the strategies a group uses to work together to complete a project

**Nominating**

- 52**
- A** The teacher chooses and names a learner to do a task.
  - B** The teacher chooses and tells the class the date for a revision test.
  - C** The teacher chooses and writes the main aim of the lesson on the board.

## TEACHING KNOWLEDGE TEST | MODULE 3

13

For questions 55 – 61, match the examples of teachers' language with the uses listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

**Uses**

- A language for eliciting
- B language for setting the scene
- C language for maintaining discipline

**Examples of teachers' language****55** Pens down and face the front please, Khaled and Abdul.**56** Fine, well done. So we call this tense the ... ?**57** Right, so Dave is going to meet Steve, and wants to find out how to recognise him.**58** You remember the 'fair' rule, don't you, everyone? This is a test, remember. So only look at your own work, please.**59** If you remember from last time, Ahmed and Hassan were going to the airport to meet their cousin.**60** Good. So what's best here – 'a' or 'an'?**61** So what do we call this animal with four legs? It likes to catch mice.**Advice on correcting****62** When you hear a mistake, repeat it to the student with a rising intonation so they can hear where in the sentence the mistake was made.**63** Don't interrupt the activity: just note down any mistakes you hear and deal with them at the end.**64** Repeat what the student has said but with the error corrected.**65** Ask students to look at each other's work and find any mistakes.**66** Write common mistakes on the board and see if students can spot mistakes.**67** Write a symbol for each type of error, eg 'T' for a tense mistake, at the side of a student's work.**Correction strategies****A** use a correction code**B** employ the technique of echo correction**C** over-apply the rule**D** give delayed feedback**E** reformulate the sentence**F** allow opportunities for self monitoring and group correction**G** encourage peer correction

For questions 62 – 67, match the advice on correcting given to a trainee teacher with the correction strategies listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

## TEACHING KNOWLEDGE TEST | MODULE 3

**14**

For questions **68 – 74**, match the examples of teachers giving feedback with the aims of feedback listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

**Aims of feedback**

- A** to encourage students' ability to self-correct
- B** to raise student self-confidence
- C** to improve classroom relationships

**Teachers giving feedback**

**68** You're going to do your projects in teams with a specific task for each member of the team. It's important for the team that everyone does their task properly.

**69** As you were practising the role play, I noticed quite a few of you were forgetting about articles. Try it again and pay particular attention to your use of articles.

**70** I thought you acted out those dialogues very well. You generally noticed when you'd made a mistake and were able to correct it.

**71** Your work has improved a great deal so now let's try something more difficult.

**72** I've listened to your recordings and written some comments on them. Before I give you these, listen to your own recording. What comments do you think I made?

**73** Remember that you can learn by listening as well as speaking. So please pay attention when other students are talking.

**74** This week's homework is much better. All that work we did on checking your writing really seems to have helped.

**15**

For questions **75 – 80**, match the teachers' comments with the interaction patterns listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

**Interaction patterns**

- A** class divided into two groups
- B** closed pairs
- C** groups of three or four

**Teachers' comments**

**75** It gives the shyer students the maximum opportunity to talk.

**76** There is usually a good mix of opinions but not too many people trying to talk at the same time.

**77** It's a quick way to set up a competition. The learners get very excited about working against the other team.

**78** It's the simplest way to introduce some communication into any activity. Students can compare answers or help each other with an exercise.

**79** This is good for project work where learners need to perform different roles.

**80** The only way I can do a jigsaw listening is by sending half the class to the language laboratory.

## TEACHING KNOWLEDGE TEST | MODULE 1

## Module 1 answer key

1	B	21	C	41	E	61	B
2	A	22	A	42	B	62	B
3	C	23	C	43	F	63	F
4	A	24	A	44	A	64	A
5	B	25	B	45	D	65	G
6	B	26	C	46	C	66	D
7	B	27	B	47	B	67	E
8	F	28	A	48	A	68	C
9	E	29	C	49	A	69	B
10	A	30	B	50	C	70	B
11	C	31	B	51	C	71	C
12	B	32	A	52	A	72	C
13	D	33	C	53	B	73	A
14	C	34	B	54	C	74	A
15	A	35	C	55	A	75	C
16	C	36	D	56	B	76	A
17	B	37	H	57	C	77	B
18	A	38	F	58	A	78	A
19	A	39	E	59	A	79	C
20	B	40	A	60	C	80	A

## TEACHING KNOWLEDGE TEST | MODULE 2

## Module 2 answer key

1	B	21	A	41	A	61	E
2	E	22	A	42	C	62	D
3	A	23	B	43	B	63	H
4	C	24	C	44	A	64	F
5	D	25	B	45	C	65	A
6	F	26	C	46	B	66	C
7	B	27	B	47	A	67	G
8	C	28	D	48	A	68	E
9	C	29	B	49	E	69	F
10	A	30	E	50	H	70	A
11	A	31	A	51	D	71	C
12	C	32	F	52	F	72	D
13	G	33	C	53	B	73	B
14	H	34	C	54	C	74	C
15	E	35	C	55	C	75	A
16	A	36	B	56	F	76	C
17	D	37	A	57	A	77	B
18	F	38	C	58	E	78	A
19	C	39	B	59	B	79	B
20	C	40	A	60	G	80	A

## TEACHING KNOWLEDGE TEST | MODULE 3

## Module 3 answer key

1	B	21	H	41	A	61	A
2	C	22	G	42	B	62	B
3	A	23	B	43	A	63	D
4	A	24	E	44	C	64	E
5	B	25	C	45	A	65	G
6	C	26	A	46	C	66	F
7	G	27	D	47	B	67	A
8	F	28	G	48	A	68	C
9	E	29	C	49	B	69	A
10	H	30	A	50	B	70	B
11	D	31	B	51	A	71	B
12	B	32	H	52	A	72	A
13	C	33	E	53	C	73	C
14	E	34	D	54	B	74	B
15	F	35	F	55	C	75	B
16	C	36	E	56	A	76	C
17	A	37	B	57	B	77	A
18	D	38	A	58	C	78	B
19	B	39	G	59	B	79	C
20	D	40	H	60	A	80	A

## Sample answer sheet



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

Do not write in this box

**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate Signature**

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

**Centre No.**

**Candidate No.**

**Examination Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Use a pencil.**

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:



Rub out any answer you wish to change with an eraser.

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I

23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I
61	A	B	C	D	E	F	G	H	I
62	A	B	C	D	E	F	G	H	I
63	A	B	C	D	E	F	G	H	I
64	A	B	C	D	E	F	G	H	I
65	A	B	C	D	E	F	G	H	I
66	A	B	C	D	E	F	G	H	I
67	A	B	C	D	E	F	G	H	I
68	A	B	C	D	E	F	G	H	I
69	A	B	C	D	E	F	G	H	I
70	A	B	C	D	E	F	G	H	I
71	A	B	C	D	E	F	G	H	I
72	A	B	C	D	E	F	G	H	I
73	A	B	C	D	E	F	G	H	I
74	A	B	C	D	E	F	G	H	I
75	A	B	C	D	E	F	G	H	I
76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

# TKT band descriptors

	<b>Module 1: Language and background to language learning and teaching</b>	<b>Module 2: Lesson planning and use of resources for language teaching</b>	<b>Module 3: Managing the teaching and learning process</b>
<b>BAND 4</b>	The candidate demonstrates comprehensive and accurate knowledge of all areas on the <i>TKT: Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT: Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT: Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT: Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT: Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT: Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.
<b>BAND 3</b>	The candidate generally demonstrates comprehensive and accurate knowledge of areas on the <i>TKT: Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT: Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT: Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT: Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT: Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT: Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.
<b>BAND 2</b>	The candidate demonstrates basic knowledge of areas on the <i>TKT: Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT: Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT: Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT: Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT: Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT: Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
<b>BAND 1</b>	The candidate demonstrates restricted knowledge of areas on the <i>TKT: Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT: Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT: Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT: Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT: Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT: Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations only.

# More Cambridge English teaching courses and qualifications

We offer a number of practical, flexible courses and qualifications for new or experienced English language teachers:

## **CELTA (Certificate in Teaching English to Speakers of Other Languages)**

*CELTA* is an initial qualification for people with little or no previous teaching experience, or who have experience but no qualification. The *CELTA* course focuses on the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes hands-on teaching practice and an alternative blended learning delivery option.

## **Delta (Diploma in Teaching English to Speakers of Other Languages)**

*Delta* is a flexible way for experienced English language teachers to progress further in their careers. *Delta* can be taken at any stage in a teacher's career and is ideal for those wanting to develop/extend their teaching knowledge and improve their teaching practice. It is made up of three independent modules which can be taken in any order and over any time period. Candidates receive a certificate for each module passed. On completion of all three modules, teachers can request the over-arching *Delta* certificate. There are both face-to-face and blended/online delivery options.

## **ICELT (In-service Certificate in English Language Teaching)**

*ICELT* is for those already teaching English to speakers of other languages. It is an ideal qualification if a teacher wants to improve their skills in their current role or transfer their teaching skills into a new area. *ICELT* is a flexible course: there are two modules, which can be taken together or separately, and teachers can study either completely face-to-face, or partly face-to-face with distance learning support.

The following courses and qualifications are available to teachers through institutions and educational authorities:

## **CELT-P (Certificate in English Language Teaching – Primary)**

This qualification is for English language teachers working in primary education (6–12 year olds). Teachers learn how to improve their classroom performance through a combination of online study and observed teaching practice.

## **CELT-S (Certificate in English Language Teaching – Secondary)**

This qualification is for English language teachers working in secondary education (11–18 year olds). Teachers improve their classroom performance through a combination of online study and observed teaching practice.

## **Language for Teaching courses**

The three *Language for Teaching* courses are for English language teachers working in primary and secondary education. They give teachers the language they need to teach English with confidence. Teachers improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom. Each *Language for Teaching* course covers one level of the Common European Framework of Reference for Languages (CEFR), so the three courses combined take teachers from CEFR Level A1 to B2. On completion, teachers can consider taking a Cambridge English language exam.

## **Certificate in EMI Skills**

The *Certificate in EMI Skills* is for higher education teaching staff whose first language is not English, but who use English as the Medium of Instruction to deliver their subject. It helps institutions to enhance teaching quality by improving the English skills of their faculty.

## **Train the Trainer**

This course is for experienced teachers who would like to develop the knowledge and skills to become teacher trainers. It combines the development of generic training skills with course-specific familiarisation. The course will enable experienced teachers to provide training on the *CELT-P* and *CELT-S* courses.

For more information about Cambridge English Teaching Qualifications, visit: [www.cambridgeenglish.org/teachingqualifications](http://www.cambridgeenglish.org/teachingqualifications)



\*3215902725\*

[www.cambridgeenglish.org/tkt](http://www.cambridgeenglish.org/tkt)



Cambridge English  
Language Assessment  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom  
[www.cambridgeenglish.org/helpdesk](http://www.cambridgeenglish.org/helpdesk)

- [www.cambridgeenglish.org](http://www.cambridgeenglish.org)
- [facebook.com/CambridgeEnglish](https://facebook.com/CambridgeEnglish)
- [twitter.com/CambridgeEng](https://twitter.com/CambridgeEng)
- [youtube.com/CambridgeEnglishTV](https://youtube.com/CambridgeEnglishTV)

Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year. Around the world over 20,000 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Cambridge English Language Assessment – a not-for-profit organisation.

All details are correct at the time of going to print in December 2016.

