

TKT and CELTA key terms

CCQ (Concept Checking Question)

They help to clarify the meaning of lexical items and grammar structures. Sometimes you think that students know the words but they don't. How to check? Even if you ask 'Do you know this word?' and they will nod their heads, that doesn't necessarily mean they remember it correctly. Ask CCQs.

For example,

Vocabulary: *If you are **head over heels in love**, are you in love a lot, or a little bit? (a lot)*

(from A CELTA Course by Scott Thornbury)

Grammar: ***I'm meeting** Jane 3.30 on Friday.*

- *Are we talking about the present or the future? (the future)*
- *Is it a definite arrangement? (yes)*
- *So is it in my diary? (yes)*

(from Workman Concept questions and timelines)

Not all questions are useful. If you want to check the meaning of the word 'wardrobe' (=a tall cupboard in which you hang your clothes), the questions such as *Is your wardrobe big? What colour is it?* won't be effective.

ICQ (Instruction Checking Question)

Not all learners can understand instructions completely especially if there is more than one action. Asking 'Do you understand?' is not an option because some learners will never admit it.

How to make ICQs? Let's look at the example of the instruction:

Talk to your partner for 3 mins. Discuss the questions and then say what you have in common.

As we see the instruction above contains 4 pieces of information: talk to a partner, a time limit, discuss the questions, find out what you have in common. It's not so easy to bear in mind everything they need to do. Moreover, when you set a task, sometimes students' minds start to wander and they concentrate on some irrelevant things such as your new jumper, their lunch, the weather. By using ICQs we not only check if students get our instructions but remind them what they need to do.

For example,

- *Do you have to answer the questions alone or with your partner? (with a partner)*
- *How much time do you have? (3 mins)*
- *Do you have to say what similar or different things you have? (similar)*

Avoid asking such ridiculous ICQs as:

What do you have to read? (a text)

What do you need to answer? (questions)

How many gaps do you have to complete? (16)

- Don't check instructions if they are too simple or the activity is typical. For example, the instruction which is given in the thirtieth lesson: match the pictures and the words. Do you think learners don't know what to do?

TTT (Teacher Talking Time)

STT (Student Talking Time)

This is about the time learners spend speaking in a lesson.

FB (Feedback)

FB on content/ FB on language (mistakes)

S (Student)

Ss (Students)

T (Teacher)

YLS (Young Learners)

TPR (Total Physical Response)

Total Physical Response (TPR) noun A method or approach to teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them; e.g. the teacher says: Stand up and the learners stand up; the teacher says: Walk to the window and the learners walk to a window in the classroom.

PPP (Presentation Practice Production)

MFP (Meaning, Form, Pronunciation)

DEC (Delayed Error Correction)

TBL (Task-Based Learning)

CEFR (Common European Framework of Reference)

L1 Student's first language

L1 is the learner's mother tongue or first language; e.g. if the first language a learner learned as a baby is Spanish then the learner's L1 is Spanish.

Accuracy

The ability to do something without making mistakes. Accuracy is the use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners usually focus on using and producing language correctly. See **fluency**.

Aids

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

Aim

What the teacher wants to achieve in the lesson or in the course. The **main aim** is the most important aim; e.g. the teacher's main aim in a lesson could be to teach the present perfect simple or develop listening skills.

Anticipate problems

When teachers are planning a lesson, they think about what their learners might find difficult about the lesson so that they can help them learn more effectively at certain points in the lesson. For example, a teacher preparing to teach the word vegetable thinks that learners will have difficulty pronouncing the word so he/she plans some ways of helping learners to say the word. Teachers also think about how learners' previous learning experience may affect their learning in a specific lesson.

Assessment, assess

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

Chant

To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practise pronunciation and to help learners remember vocabulary.

Classroom management

The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.

Communicative approach

An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise should and shouldn't, learners give each other advice about the best way to improve their English.

Correct, correction

Teachers helping learners to make what they write or say better or right.

Echo correction – When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves, e.g. Learner: He don't like it. Teacher: Don't? Learner: He doesn't like it.

Finger correction – A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in

which word (finger) the mistake was made. A teacher may use finger correction to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc.

Peer correction – When learners correct each other's mistakes, perhaps with some help from the teacher.

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

Deduce meaning from context

To guess the meaning of an unknown word or phrase by using the information in a situation and/or around the word to help, e.g. I drove my van to the town centre and parked it in the central car park. We know from the sentence that van must be some kind of vehicle because you drive it and park it.

Drill

A technique teachers use to provide learners with practice of language. It involves guided repetition of words or sentences.

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

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

In a **substitution drill** the teacher provides a sentence and a different word or phrase which the learner(s) must use (or substitute) in exactly the same structure, e.g. Teacher: I bought a book. Pen Learner(s): I bought a pen.

In a **transformation drill** the teacher says a word or a sentence and the learner answers by changing the sentence into a new grammatical structure, e.g. Teacher: I bought a pen. Didn't Learner: I didn't buy a pen. Teacher: I went to the cinema. Didn't Learner: I didn't go to the cinema

Elicit

This is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he/she asks targeted questions or gives clues to get or prompt them to give the target language or information rather than simply providing it to the class her/himself. For example, the teacher is teaching words for different vegetables. He/she shows learners a picture of a carrot and says: What's this? The teacher does this because he/she thinks some of the learners might be able to say: It's a carrot.

Error

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

Extension task, extend

An extension task is an activity which gives learners more practice of target language or the topic of the lesson or provides extra skills work; e.g. after learners have practised using the past simple by telling each other about their last holiday, they could do an extension task which involves writing sentences about the holidays they talked about.

Feedback, give, provide feedback

1. To tell someone how well they are doing. After a test, or at a certain point in the course, teachers might give learners feedback on how well they are doing.
2. Teachers also give feedback after an exercise that learners have just completed; e.g. after learners have done a gap-fill activity the teacher conducts feedback by asking learners to tell him/her which words they have put in the gaps. He/she writes the correct answers on the board.
3. In addition, learners can give feedback to teachers, and teacher trainers give feedback to trainee teachers about what went well or less well in their lessons. See peer feedback.

Filler

1. A short activity between the main stages of a lesson used for reasons such as time management or to provide a change of pace etc. For example, learners do a word game after a difficult piece of reading before moving on to some grammar work.

Grade (language)

To use language that is at the correct level for the learners and is not too easy or difficult; e.g. teachers may grade their language and avoid complicated structures when they give instructions

Guided discovery

An approach to teaching in which a teacher provides examples of the target language and then guides the learners to work out the language rules for themselves. For example, learners read an article which has examples of reported speech. Learners find the examples and answer questions about the grammar rules and the meaning of the examples.

Handout, worksheet

A piece of paper with exercises, activities or tasks on it that a teacher gives to learners for a range of reasons during a class or for homework; e.g. a teacher gives learners a handout with the lyrics of a song made into a gap-fill activity.

Ice-breaker

An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other, e.g. a speaking activity which asks learners to find out about other learners' hobbies.

Interaction patterns

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

Lead-in

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

Learner autonomy, learner independence

When a learner can set his/her own aims and organise his/her own study, they are autonomous and independent. Many activities in coursebooks help learners to be more independent by encouraging them to find out more about things in the book and helping them to organise their learning, such as by suggesting they keep vocabulary lists. See learning strategies, learner training.

Learning style

The way in which an individual learner naturally prefers to learn something. There are many learning styles. Three of them are below.

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

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

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

Mingle

A mingle is an activity which involves learners walking round the classroom talking to other learners to complete a task. For example, learners could mingle to find out what the other learners in the class like doing in their free time.

Mixed ability, mixed level

The different levels of language or ability of learners studying in the same class. Teachers sometimes prepare different tasks for different learners in the class so that all of the learners are able to succeed in an activity.

Monitor, self-monitor

1. To watch and listen to learners when they are working on their own or in pairs or groups in order to make sure that they are doing what they have been asked to do, and to help them if they are having problems. For example, while learners are doing a role-play in pairs, the teacher walks around the room listening to them, perhaps noting down errors, and helping when needed.

2. To listen to or read the language you use to check if it is accurate and effective. Teachers do this to make sure that learners can understand them.

Nominate

To choose and name one learner to speak or do a particular task. Teachers nominate different learners to give the answers to a task in order to ensure that more learners get a chance to speak

Personalisation, personalise

When a teacher helps learners to connect new words, topics, texts or grammar to their own life; e.g. the teacher shows learners a picture of people swimming in the sea and asks the learners if they can swim; if they like

swimming; if they have ever swum in the sea. Personalisation makes language more meaningful and keeps learners motivated.

Practice

Controlled practice When learners use the target language repeatedly and productively in situations in which they have little or no choice of what language they use. The teacher and learners focus on accurate use of the target language. For example, teaching the present simple: John gets up at 7.00, he has breakfast, he gets dressed etc. The teacher says each sentence and learners repeat them, then they practise the same sentences in pairs.

Less controlled, freer practice, free practice When learners use the target language but have more choice of what they say and what language they use. For example, when practising the present simple learners talk to each other about their daily routines.

Praise

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

Presentation, Practice and Production (PPP)

An approach to teaching new language in which the teacher presents the language using a situation, gets learners to practise it in exercises or other controlled practice activities, and then asks learners to use or produce the same language in a communicative and less controlled way. For example, teaching the present simple, John gets up at 7.00, he has breakfast, he gets dressed etc. The teacher shows learners pictures of a person (John) doing these things and shows a calendar to show the learners that the person (John) does these things every day (this is the presentation stage). The teacher checks learners understand the meaning (routine) then gets learners to repeat example sentences, in open class then in pairs (the practice stage). Finally, the learners talk to each other about their daily routines (the production stage). Pre-teach verb (vocabulary) Before introducing a text to learners, the teacher can teach key vocabulary from the text which he/she thinks the learners do not already know and which they need in order to understand the main points of a text. For example, if learners are going to listen to a weather report, before they listen they match pictures of different weather to words for different types of weather (cloudy, sunny, foggy, etc.). The teacher is pre-teaching key words from the text.

Rapport, build rapport

The relationship between the teacher and learners. Teachers try to build or create good rapport and to have a good relationship with their learners because it makes the classroom a better place for learning.

Realia

Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes. For example, teachers might bring in different clothes to teach learners the words for those clothes (shirt, skirt, trousers etc.).

Receptive skills

In language teaching we talk about the four skills: reading, listening, speaking and writing. Reading and listening are receptive skills because learners receive language; they do not have to produce language. See productive skills.

Recycle

To focus on words or structures that have been taught before, for revision and more practice. Coursebooks often recycle vocabulary and structures in later units that has been presented in early units.

Review

When a learner, often guided by the teacher, looks again at language that has already been taught in order to remember this language better. Teachers may choose to review vocabulary or grammatical structures in the classroom in order to help learners consolidate the language or to prepare for a test.

Revise, revision

1. In British English usage revise means to study again something you have learned, to prepare for an exam. For example, a teacher might advise learners to revise the vocabulary they have learned before a weekly test. Americans use review for this. See review. 2. Revise also means to look again at a piece of writing to correct it or improve it. For example, teachers encourage learners to revise their homework before handing it in.

Role-play

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

Scaffolding

Scaffolding is the temporary support that teachers (and parents) give to learners to help them to do a task, solve a problem, communicate or understand. Scaffolding can be through the use of teacher language to help learners understand language and use of language, e.g. using language at the learners' level; asking questions; using gestures and actions when speaking; using L1 when necessary. Scaffolding can also be through the use of teaching strategies, e.g. providing language models or prompts; using substitution tables and language frames. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it. Scan verb Reading a text to look for specific information and paying no attention to everything else in the text, e.g. looking for a word you want to know the meaning of in a dictionary. See detail, gist, global understanding, skim.

Skills

The four language skills are listening, speaking, reading and writing. See develop skills, subskills, receptive skills, productive skills. Skim verb To read a text quickly to get a general idea of what it is about – e.g. reading a description of a city to find out if it sounds like somewhere you'd like to visit. See detail, gist, global understanding.

Target language

1. The language which is the focus of the lesson or a part of the lesson. It could be grammar, lexis, functions or pronunciation, e.g. the present perfect, or vocabulary for parts of the body, or giving advice. 2. The language being studied (often called the L2). If learners are studying English then English is the target language.

Task-based learning (TBL)

An approach to teaching in which the teacher asks learners to do a task which has an achievable result. The task the teacher gives is the type of task people might do in real life and which involves communicating with other learners. For example, learners might be given the task of planning the opening of a new restaurant in their town. They then have to decide where the restaurant should be, what kind of food it will serve, how big it will be, how expensive etc. While doing the task, learners use language to prepare a report on their decisions. When they have completed the task and their report, the teacher may ask them to think about the language they used while doing the task, but the main focus for learners is on the task itself.

Teacher-centred

When the teacher leads activities in the classroom, usually from the front of the class with the learners' attention on him/her. In teacher-centred parts of the lesson the teacher might be explaining something to the learners or asking individual learners questions or asking learners to repeat models or giving instructions. If a lesson is thought to be too teacher-centred it means that learners are not being given opportunities to work together, to practise, share experiences or think for themselves. See learner centred.

Teacher role

This is about the different jobs a teacher can have in a class and the different ways a teacher can manage the classroom and the learners; e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, monitoring learners as they work.

Teacher roles in the classroom:

Assessor Assessing learners' performance, behaviour, effort and contribution. Evaluating learners' performance, behaviour and contribution. Testing learners' progress and level. Providing feedback on work, progress, behaviour and contribution.

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

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

Diagnostician Diagnosing and evaluating learners' needs and difficulties.

Facilitator Developing learner autonomy. Helping learners to access resources. Providing opportunities for individual learning.

Language resource Clarifying language. Correcting learner language. Consolidating learner language. Contextualising language. Eliciting language. Explaining language. Modelling language. Checking understanding of language. Personalising language. Providing language input.

Manager Managing the learners, the lessons and procedures in the classroom, e.g. controlling the group dynamic, deciding on interaction patterns, demonstrating tasks and activities, building rapport, encouraging

learners, giving instructions, motivating learners, maintaining discipline, responding to classroom problems as they happen.

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

Narrator Narrating stories and things that have happened.

Test

A **formal assessment** of a learner's language.

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

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

An **objective test** is a test which has only one correct answer (for each question) and is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right or wrong answer.

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

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

A **progress test** is used during a course in order to assess the learning up to a particular point in the course. Teachers might set progress tests weekly or in the middle of a course.

A **subjective test** is a test in which the examiner's opinion and judgement is used to decide on the quality of the answer. There isn't just one correct answer. There may be many different answers which are correct. Types of subjective test are, for example; written stories, compositions, interviews, conversations. Subjective tests can be made more reliable by using assessment criteria.

A **summative test** is used at the end of a course. The focus is on the mark or grade given and feedback is not usually provided.

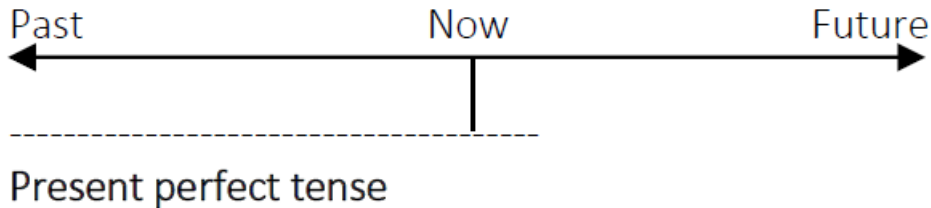
Test-teach-test

An approach to teaching new language. The teacher asks learners to do a task to see how well they know a certain piece of language (this is the first test stage). The teacher then presents the language which is new for the learners (the teach stage). Finally the teacher asks the learners to do another task using the new language correctly (this is the second test stage). This way of teaching target language can be helpful if the teacher thinks

the learners may already know some of the target language. It helps the teacher diagnose what the learners need to learn so that he/she can focus only on this in the teach stage.

Timeline

A diagram that shows learners the relationship between tense and time. It is often used in language teaching to present the use of a new tense or to correct learners when they use tenses wrongly, e.g.



Wait time

The time that teachers wait in order to give learners time to respond to questions rather than expecting an immediate response. Learners need wait time to process the questions they are asked and to think of an answer.

Warmer, warm up

An activity that often involves movement, which a teacher uses at the beginning of a lesson to give the class more energy. Warmers can also be used to introduce the topic of the lesson. For example, the topic of the lesson is Watching TV. The teacher asks learners who watch a lot of TV to move to stand near the door of the classroom, learners who watch a little TV to stand near the board, and learners who don't watch any TV to stand at the other side of the classroom.