**Glossary of basic terms for ELT materials development and design**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**In these tasks, learners are required to do things which it is extremely unlikely they would be called upon to do outside of the classroom. Completing one half of a dialogue, filling in the blanks in a story and working out the meaning of ten nonsense words from clues in a text would be examples of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**A task which involves learners in using language in a way that replicates its use in the 'real world' outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks. Examples of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**would be answering a letter addressed to the learner, arguing a particular point of view and comparing various holiday brochures in order to decide where to go for a holiday.
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**This approach teaches the micro skills first (e.g. grammar, vocabulary, sentence structure), before asking learners to use the language (communication). The focus is on the various components of the language first. Students then have to fit these together in comprehending or producing language.
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** The ability to use the language effectively for communication. Gaining such competence involves acquiring both sociolinguistic and linguistic knowledge (or, in other words, developing the ability to use the language accurately, appropriately, and effectively).
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**A list of authentic utterances each containing the same focused word or phrase e.g.:

The bus driver still didn't have **any** change so he made me wait.  
I really don't mind which one. **Any** newspaper will do. I just  
...know what they are saying. **Any** teacher will tell you that it's

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** A bank of authentic texts collected in order to find out how language is actually used. Usually a corpus is restricted to a particular type of language use, for example, a corpus of newspaper English, a corpus of legal documents, or a corpus of informal spoken English.
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually focuses on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** An activity which involves learners in investing energy and attention in order to discover something about the language for themselves. Getting learners to work out the rules of direct speech from examples, asking learners to investigate when and why a character uses the modal 'must' in a story and getting learners to notice and explain the use of ellipsis in a recorded conversation would be examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Referring to ways of learning language through experiencing it in use rather than through focusing conscious attention on language items. Reading a novel, listening to a song and taking part in a project are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ways of learning a language.
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** A language which is not normally used for communication in a particular society. Thus English is a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in France and Spanish is a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**in Germany.
6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**These tasks have a linguistic focus (grammar, vocabulary, etc.). According to this approach, a linguistic focus, in the form of grammatical consciousness-raising activities, should be incorporated into task design.
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** A coursebook which is not written for learners from a particular culture or country but which is intended for use by any class of learners in the specified level anywhere in the world.
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Tasks which promote communication and interaction. The idea behind this approach is that he primary purpose of speech is the maintenance of social relationships.
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Approaches to teaching language which emphasize the value of helping learners to focus attention on features of language in use. Most such approaches emphasize the importance of learners gradually developing their own awareness of how the language is used through discoveries which they make themselves.
10. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Instances of language use which are used to provide information about how the language is used. Thus a corpus can be said to consist of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
11. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Approaches to language teaching which aim to help learners to develop communicative competence (i.e. the ability to use the language effectively for communication). A **weak** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** includes overt teaching of language forms and functions in order to help learners to develop the ability to use them for communication. A **strong** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** relies on providing learners with experience of using language as the main means of learning to use the language. In such as approach, learners, for example, talk to learn rather than learn to talk.
12. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity. The purpose for language production and the language to be produced are usually predetermined by the task of the teacher. The intention is not to use the language for communication but to strengthen, through successful repetition, the ability to manipulate a particular language form or function. Thus getting all the students in a class who already know each other repeatedly to ask each other their names would be a practice activity.
13. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners. Thus getting a new class of learners to walk round and introduce themselves to each other would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ activity; and so would getting them to complete a story which they have been given the beginning of.
14. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**The way(s) that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global or holistic or experiential learners) and many prefer to do something physical whilst experiencing the language (kinesthetic learners).
15. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** A term used to refer to both foreign and second languages.
16. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy tale are examples of authentic texts. A story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**texts.
17. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents of informs about the language being learned.
18. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.
19. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**These tasks focus on communication of meaning. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**do not provide practice activities which focus on individual linguistic components as a preliminary to engagement in communicative tasks. According to this approach, *involvement* in communicative tasks is all that is necessary to develop competence in a second language.
20. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**An approach to teaching language items which follows a sequence of presentation of the item, practice of the item and the production of the items. This is the approach currently followed by most commercially produced textbooks and has the advantage of apparent systematicity and economy. However, it is based on the "linear" and "behaviorist" view of language learning, which researchers have shown to be incorrect. This approach ignores the cyclic nature of learning, and treats learning as a series of "knowable facts".
21. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** focuses on the means whereby learning occurs. The process is more important than the product. In terms of writing, the important aspect is the way in which completed text was created. The act of composing evolves through several stages as writers discover, through the process, what it is that they are trying to say.
22. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** focuses on the *end result* of teaching/learning. In terms of writing, there should be something "resulting" from the composition lesson (e.g. letter, essay, story, etc.). This result should be readable, grammatically correct and obeying discourse conventions relating to main points, supporting details and so on.
23. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**These are tasks which use "authentic" materials and situations. Learners are required to approximate, in class, the sorts of behaviors required of them in the world beyond the classroom.
24. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**The term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. Thus English is a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**in Nigeria, Sri Lanka and Singapore. French is a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**in Senegal, Cameroon and Tahiti.
25. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Materials designed for learners to use independently (i.e. on their own without access to a teacher or a classroom). They are normally used by the learner at home, in a library or in a self-study center.
26. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**These are texts which have been made simpler so as to make it easier for learners to read them. The usual principles of simplification involve reduction in length of the text, shortening of sentences, omission or replacement of difficult words or structures, omission of qualifying clauses and omission of non-essential detail. It is arguable; however, that such simplification might make the words easier to understand but could make it more difficult for the learners to achieve global understanding of a text which is now dense with important information. It might be more profitable to simplify texts by adding examples, by using repetition and paraphrase and by increasing redundant information. In other words, by lengthening rather than shortening the text.
27. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**The top-down view of language learning starts from *use* of the language. Study of grammar, vocabulary, etc. come later, once the learner has started *using* the language for communication. This utilizes knowledge of the larger picture, as it were, to assist in comprehending or using smaller elements.
28. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**This is an abbreviation for Second Language Acquisition and is normally used to refer to research and theory related to the learning of second and foreign languages.
29. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items.
30. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**This refers to materials or courses which are designed around a series of authentic tasks which give learners experience of using the language in ways in which it is used in the 'real world' outside the classroom. They have no pre-determined language syllabus and the aim is for learners to learn from the tasks the language they need to participate successfully in them. Examples of such tasks would be working out the itinerary of a journey from a timetable, completing a passport application form, ordering a product from a catalogue and giving directions to the post office.
31. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from a novel or a play, a passage written to exemplify the use of the past perfect, a recorded telephone conversation, a scripted dialogue or a speech by a politician.
32. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**These tasks are primarily concerned with the transfer of information.
33. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**A book which contains extra practice activities for learners to work on in their own time. Usually the book is designed so that learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners.
34. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Materials which make use of a number of different media. Often they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce.
35. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.