HellenicAmericanUniversity

ETECT

The English Teaching Competency Test

HELLENIC AMERICAN UNION
An educational public charity

CENTER FOR EXAMINATIONS AND CERTIFICATIONS

Level 7

Syllabus 1.0

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Introduction

ETECT is a test which assesses candidates' ability to teach English to speakers of other languages using the communicative approach. The Hellenic American Union commissioned Hellenic American University to develop the test. A team of experts was formed to design the new test and deliver it to the Hellenic American Union. Following a period of eighteen (18) months, Hellenic American University completed the test and submitted its proposal to Hellenic American Union. The test underwent extensive piloting with different groups of candidates, the results of which provided invaluable data to the research team of Hellenic American University. Hellenic American University provided Hellenic American Union with the current Syllabus which describes, in brief, the philosophy and characteristics of this new test.

Paper 1, Methodology: Construct and Format

The English Teaching Competency Test (ETECT) reflects the principles and practices of Communicative Language Teaching. The underlying premise of Communicative Language Teaching (CLT) is that language is a social practice, one in which interaction promotes fluency, and that the goal of learning a language should be communicative competence. Sociolinguist Dell Hymes coined the term 'communicative competence' in 1966[1]. Later, Canale and Swain (1980[2]; Canale,1983[3]) defined it in terms of four principal competencies: linguistic (knowledge of lexical, morphological, syntactical, and phonological features of language), sociolinguistic (knowledge of how to use language appropriately in different contexts), discourse (knowledge of how to interpret and produce sentences or utterances as a coherent, cohesive whole), and strategic (knowledge of how to use the other competencies to accomplish one's purpose, which includes compensating for gaps in knowledge by making use of verbal and non-verbal communicative strategies).

In its broadest sense, CLT embraces all methods and techniques which are effective in contributing to the development of the competencies outlined above. Target language structures and vocabulary are viewed as being learned most effectively when used in a variety of social contexts to communicate in meaningful ways. Translated into classroom practice, this means developing greater autonomy in learners, that is, providing them with agency by involving them more in their own learning. They should be given multiple opportunities to use the language they know both to communicate and to obtain information that can then be synthesized with some purpose in mind, e.g., to contribute to a discussion or as part of a presentation. It also means that the role of the teacher more often than not becomes that of a facilitator, someone who creates the conditions that optimize learning opportunities, rather than simply a source and provider of knowledge.

The Methodology Paper is divided into five sections, each with its own construct. The test constructs reflect a competency-based approach to teaching English, as outlined above. These competencies are related to categories such as classroom management, presentation and practice; lesson planning; knowledge of learner characteristics and needs; teaching reading, writing, listening, speaking, pronunciation, grammar, vocabulary; formative and summative assessment; terminology used in language teaching.

In the Methodology Paper, candidates are asked to apply knowledge and skills to particular teaching contexts, ones in which the age and level of the learners, as well as the skill(s) being focused on are specified as part of a scenario. They are also required to rationalize the course of action taken. Expressed differently, a theoretical knowledge of teaching principles and practices is not enough to ensure success on the test; instead, candidates are required to draw on a body of knowledge and skills in order to formulate the most appropriate response for a particular situation and articulate in writing, through short responses, the basis for their selection. Knowledge of language teaching principles and practice, however, is also assessed through responses to multiple-choice items.

The items relate to pedagogical principles currently accepted as 'best practices' in communicative language teaching. What constitutes communicative language teaching varies from practitioner to practitioner, particularly concerning the explicit or implicit teaching of grammar, but the overriding focus is on meaning and use of the language rather than on form alone.

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1   Hymes, D.H. (1966). "Two types of linguistic relativity." In W. Bright (Ed.) *Sociolinguistics* pp. 114-158. The Hague: Mouton.

2   Canale, M. and Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing". *Applied Linguistics 1*, 1-47.

3   Canale, M. (1983). "From communicative competence to communicative language pedagogy". In J. C. Richards and R. W. Schmidt, eds. *Language and Communication*. New York: Longman.

Paper 1, Section 1: Reflecting on Classroom Scenarios

Part 1

Description: Candidates read and reflect on two classroom scenarios. Five problems in each scenario are underlined and candidates must briefly explain why each problem is an issue.

Aim: This part tests the candidates' ability to critique a lesson, as described in a scenario, by explaining why five underlined problems are an issue.

Rationale: The use of a scenario, including a class profile, in which five problems with the lesson have been underlined, provides the candidates with sufficient context to understand the shortcomings of the lesson and explain why the five parts underlined are problematic. The scenario is drawn from an actual lesson and that element of authenticity is intended to make the test item reflect real-world classroom situations. By explaining each problematic aspect of the lesson, candidates demonstrate the ability to:

- reflect critically on lessons
- demonstrate an understanding of the importance of planning
- explain shortcomings of individual activities considering students' level, age and goal of lesson
- evaluate appropriate interactional patterns (e.g., pair work, group work) for activities and tasks
- take into consideration individual student needs in lesson planning
- demonstrate awareness of time management in lesson planning
- evaluate techniques to match the goal of the lesson, the particular task, and the students' needs
- identify the meaningful link between presentation, controlled practice and freer and/or more open-ended activities
- identify appropriate use of realia, audiovisual materials, and technology

Part 2

Description: Candidates read and reflect on one classroom scenario. Five problems are underlined in the scenario and candidates must briefly explain why each problem is an issue and suggest what the teacher should have done instead.

Aim: This part tests the candidates' ability to critique a lesson, as described in a scenario, by explaining why five underlined problems are an issue. The candidates also suggest what the teacher could have done instead.

Rationale: The use of a scenario, including a class profile, in which five problems with the lesson have been underlined, provides the candidates with sufficient context to understand the shortcomings of the lesson, explain why the five parts underlined are problematic, and offer suggestions as to what the teacher should have done instead. The scenario is drawn from an actual lesson and that element of authenticity is intended to make the test item reflect real-world classroom situations. By explaining each problematic aspect of the lesson, candidates demonstrate the ability to:

- reflect critically on lessons
- demonstrate an understanding of the importance of planning

- explain shortcomings of individual activities considering students' level, age and goal of lesson
- choose appropriate interactional patterns (e.g., pair work, group work) for activities and tasks
- take into consideration individual student needs in lesson planning
- demonstrate awareness of time management in lesson planning
- decide on techniques to match the goal of the lesson, the particular task, and the students' needs
- identify the meaningful link between presentation, controlled practice and freer and/or more open-ended activities
- identify appropriate use of realia, audiovisual materials, and technology
- make informed decisions about how much vocabulary to teach
- make informed decisions about which vocabulary to teach/present
- make informed decisions about how much detail to provide in defining a vocabulary item
- distinguish between fluency and accuracy tasks
- distinguish between productive and receptive skills
- demonstrate awareness of the link between audience, purpose and genre of spoken and written texts
- justify the selection and sequencing of activities used
- identify different sub-skills of reading, writing, listening, and speaking a task focuses on
- identify the particular challenges presented by each skill, e.g., decoding for reading and processing time for listening
- suggest appropriate techniques for teaching children, adolescents, and adults
- take into consideration the students' language learning background
- suggest pair and group work activities to promote learning among students
- recognize the different roles the teacher is required to have for the different tasks
- recognize the importance of establishing rapport with students
- demonstrate ways of motivating learners
- provide a secure environment for learning
- manage classroom dynamics
- adapt the original lesson plan based on students' reactions
- take into consideration individual students' needs during the lesson

Paper 1, Section 2: Spoken Error Correction

Part 1

Description: Candidates read five short dialogs between a student and teacher, in which the student makes an error while speaking and the teacher corrects it using one of seven error correction techniques listed in a box. Candidates read each dialog and indicate which type of error correction technique the teacher uses by choosing one of the techniques provided in the box

Aim: This section tests the candidates' ability to identify different spoken error correction techniques that can be used with students who have made errors while speaking.

Rationale: The teacher should be able to identify different spoken error correction techniques. The task provides the candidates with sufficient context to identify an appropriate spoken error correction technique. The task is designed to reflect an authentic situation which a teacher in a real-world classroom would have to deal with: responding effectively to students' spoken errors. Thus, the items elicit the candidate's ability to:

- identify a variety of different spoken error correction techniques

Part 2

Description: Candidates read five short dialogs between a student and teacher, in which the student makes an error while speaking and the teacher's response is left blank. The candidate must complete the dialog by correcting the student using the error correction technique prompt indicated in parentheses.

Aim: This section tests the candidates' ability to produce in writing examples of various spoken error correction techniques for a given context in which a student has made an error while speaking.

Rationale: The teacher should be able to produce examples of different spoken error correction techniques for a given context. The task provides the candidates with sufficient context to produce an example of an appropriate spoken error correction technique. Thus, the items elicit the candidate's ability to:

- provide corrective feedback (e.g., what/how/when to correct)
- identify a variety of different spoken error correction techniques
- employ different types of spoken error correction techniques
- respond effectively to students' spoken errors

Paper 1, Section 3: Lesson Planning

Description: Candidates read and reflect on three extracts from three different lessons. For each extract, candidates indicate the current stage of the lesson by circling A, B, C, or D from the answer choices provided; briefly write one reason for their choice of the current stage; briefly explain why the teacher chose to follow each of three procedures that occurred during the current stage and appear in paraphrased form after the extract

Aim: This section tests the candidates' ability to use their knowledge of lesson planning by reading a lesson extract, including a class profile, to identify the current stage of a lesson, provide a justification for their choice of that stage, and briefly explain why the teacher chose to follow each of three procedures that occurred during the current stage.

Rationale: The lesson extract provides the candidates with sufficient context to identify the stage of the lesson. The justification ensures that the candidates have a sound basis for their response and do not guess randomly. The activity described in these extracts has strengths, based on sound communicative teaching principles, three of which the candidates are required to identify and explain. Thus, the items elicit the candidate's ability to:

- reflect critically on lessons
- identify the stages of a well-organized lesson plan
- identify the transitions between the stages of a well-organized lesson plan
- justify the variety of techniques and activities used to the desired goals and objectives
- recognize characteristics of an integrated skills lesson
- explain strengths of individual activities considering students' level, age and goal of lesson
- take into consideration individual student needs in lesson planning
- demonstrate awareness of time management in lesson planning
- identify the meaningful link between presentation, controlled practice and freer and/or more open-ended activities
- identify appropriate use of realia, audiovisual materials, and technology
- identify elicitation techniques to increase student involvement
- justify the selection and sequencing of activities used
- distinguish between fluency and accuracy tasks
- distinguish between productive and receptive skills
- identify different sub-skills of reading, writing, listening, and speaking a task focuses on
- identify the particular challenges presented by each skill, e.g., decoding for reading and processing time for listening

Paper 1, Section 4: Recognizing Strengths and Weaknesses in Students' Writing

Description: Candidates read and reflect on two responses by students at upper intermediate level to a given essay prompt and task. For each response, they answer five multiple-choice questions by circling the corresponding letter of the best answer.

Aim: This section tests the candidates' ability to assess writing samples, in either letter or essay form, in terms of strengths and weaknesses, based on evidence of one or more of the following: content and development, organization and connection of ideas, linguistic range and linguistic accuracy (e.g., systematic errors, errors that impede comprehension, faulty pronoun reference), and communicative effect.

Rationale: The candidate should be able to recognize strengths and weaknesses in students' writing. The criteria used to assess strengths and weaknesses are typical of those used to assess writing that EFL students produce and teachers should be able to demonstrate familiarity of these. Thus, the items elicit the candidate's ability to:

- recognize strengths and weaknesses in learners' writing
- provide corrective feedback, e.g., what, how, when to correct
- relate students' performance to descriptors, e.g., content and development, organization and connection of ideas

Paper 1, Section 5: Methods and Techniques in Teaching English to Speakers of Other Languages (TESOL)

Description: Candidates complete each sentence or answer each question by choosing from three possible answer choices, only one of which is correct.

Aim: This section tests the candidates' knowledge of communicative language teaching principles by requiring them to complete sentences or answer questions by choosing from three possible answer choices, only one of which is correct. These items deal with language teaching methods, concepts, principles, and techniques.

Rationale: Multiple-choice testing provides the opportunity to test on a broad range of teaching techniques and activities for grammar and the four skills.

Candidates should be able to:
- distinguish between receptive and productive skills
- distinguish between fluency and accuracy
- identify different reading strategies
- identify different sub-skills of reading, writing, listening, and speaking
- demonstrate awareness of grammar in terms of form, meaning, and use
- recognize inductive and deductive approaches to presenting grammar
- identify various techniques to present and elicit vocabulary
- select appropriate questions that check understanding of meaning and use
- recognize approaches to teaching writing, e.g., process, product
- recognize how stress, rhythm, and intonation contribute to meaning
- select activities for sound discrimination, e.g., minimal pairs
- identify various activities to use with young learners, e.g., stirring and settling activities
- select appropriate types of classroom tests and/or other forms of assessment for different purposes
- recognize the different roles the teacher is required to have for different tasks
- identify appropriate use of realia, audiovisual materials, and technology
- demonstrate awareness of basic principles of classroom management, e.g., giving instructions, use of board/IWB, use of L1
- demonstrate awareness of influential approaches and methods to language teaching
- demonstrate awareness of the principles of language teaching with a focus on communication and linguistic competence
- identify characteristics of different types of classroom tests and/or other forms of assessment

Paper 1, Methodology: Overview

The examination is divided into three papers; Paper 1: Methodology, Paper 2: Language Awareness, and Paper 3: Essays. The Methodology Paper consists of short answer and multiple choice questions worth a total of 80 points, lasts two hours (120 minutes), and is assessed solely on content/ideas, <u>not</u> on language use. This paper comprises five sections:

Section	Short Description	Number of points
1	**Reflecting on Classroom Scenarios (short answer)** **Part 1:** Candidates read and reflect on two classroom scenarios. Five problems in each scenario are underlined and candidates must briefly explain why each problem is an issue.	10
	Part 2: Candidates read and reflect on one classroom scenario. Five problems are underlined in the scenario and candidates must briefly explain why each problem is an issue and suggest what the teacher should have done instead.	10
2	**Spoken Error Correction (multiple matching and short answer)** **Part 1:** Candidates read five short dialogs between a student and teacher, in which the student makes an error while speaking and the teacher corrects it using one of seven error correction techniques listed in a box. Candidates read each dialog and indicate which type of error correction technique the teacher uses by choosing one of the techniques provided in the box.	5
	Part 2: Candidates read five short dialogs between a student and teacher, in which the student makes an error while speaking and the teacher's response is left blank. The candidate must complete the dialog by correcting the student using the error correction technique prompt indicated in parentheses.	5
3	**Lesson Planning (multiple choice and short answer)** Candidates read and reflect on three extracts from three different lessons. For each extract, candidates indicate the current stage of the lesson by circling A, B, C, or D from the answer choices provided; briefly write one reason for their choice of the current stage; briefly explain why the teacher chose to follow each of three procedures that occurred during the current stage and appear in paraphrased form after the extract.	15
4	**Recognizing Strengths and Weaknesses in Students' Writing (multiple-choice)** Candidates read and reflect on two responses by students at upper intermediate level to a given essay prompt and task. For each response, they answer five multiple-choice questions by circling the corresponding letter of the best answer.	10
5	**Methods and Techniques in TESOL (multiple-choice)** Candidates complete each sentence or answer each question by choosing from three possible answer choices, only one of which is correct.	25
	Total	**80**

Paper 1, Methodology: Instructions and Examples

This paper of the English Teaching Competency Test (ETECT) measures your knowledge of language teaching methodology. **All items are worth one point unless otherwise indicated.**

There are five sections in this paper, which cover the following areas:

Section 1	Reflecting on classroom scenarios	20 points
Section 2	Spoken error correction	10 points
Section 3	Lesson planning	15 points
Section 4	Recognizing strengths and weaknesses in students' writing	10 points
Section 5	Methods and techniques in TESOL	25 points
	Total	**80 points**

Look at the IMPORTANT DIRECTIONS FOR MARKING ANSWERS. This test is not machine scored, so you must follow instructions carefully.

- Use a #2 (soft) pencil or a pen.
- Mark all answers in the test booklet.
- Make sure you write your answers clearly.
- Erase cleanly any answer you wish to change.
- Any item with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

Please note: Keep your eyes on your own test booklet and answer sheet. Candidates giving or receiving help or using notes or other aids will be disqualified and will not receive a score report.

You will have **two hours** to complete Paper 1.

Instructions for each section are provided on pages 4 through 7.
You will have <u>7 minutes</u> to go through the instructions on pages 4 - 7.
Do not turn to page 8 until instructed to do so.

Part 1 (10 points): In this part of Section 1, you will read and reflect on two classroom scenarios. **Five problems** are underlined in each scenario. Briefly explain why each problem is an issue. Pay special attention to the class profile**.**

Example:

Class profile: 6 pre-intermediate students (adults)

The teacher wants the students **to recycle their vocabulary skills.** The students have been working on a unit dealing with technology. The teacher starts by reviewing some vocabulary seen previously in the unit. She assigns students in pairs, and (1) goes around to each pair explaining the activity that is to follow …

Problem: giving instructions to each pair

Explain why this is an issue: _____

*Suggested answer***:**   Students should all begin the activity at the same time.

Part 2 (10 points): In this part of Section 1, you will read and reflect on one classroom scenario. **Five problems** are underlined in the scenario. Briefly explain why each problem is an issue and suggest what the teacher should have done instead. Pay special attention to the class profile**. Each item is worth two points (explanation of issue = 1pt; suggestion = 1pt)**

Example:

Class profile: 6 pre-intermediate students (adults)

The teacher wants the students **to recycle their vocabulary skills.** The students have been working on a unit dealing with technology. The teacher starts by reviewing some vocabulary seen previously in the unit. She assigns students in pairs, and (1) goes around to each pair explaining the activity that is to follow …

Problem: giving instructions to each pair

Explain why this is an issue: _____

Suggested answer: Students should all begin the activity at the same time.

Suggest what the teacher should have done: _____

Suggested answer: The teacher should have given instruction to the whole class.

Part 1 (5 points): In this part of Section 2, for each of the short dialogues, indicate which type of error correction technique the teacher uses by choosing one of the techniques listed below. In your booklet, circle the letter of the technique that best corresponds to the teacher's response.

Example:
Student: I *goed* to the movies last night.
Teacher: There's no word like "*goed*" in English. How can you say it differently?
Answer: A (Elicitation)

Error correction techniques used by teacher
  A   **Elicitation**
  B   **Explicit correction**
  C   **Repetition**
  D   **Metalinguistic feedback/explanation**
  E   **Clarification**
  F   **Reformulation/Recast**

Part 2 (5 points): In this part of Section 2, using the error correction technique indicated in parentheses, suggest a possible way for the teacher to respond to the student's error for each of the items below.

Example:
Student: I goed to the movies last night.
Teacher: (Elicitation) _____
Suggested Answer: There's no word like *"goed"* in English. How can you say it differently?

In this section, you will read and reflect on 3 extracts from three different lessons. For each extract:

(i)   indicate the current stage of the lesson by circling A, B, C, or D from the choices provided

(ii) in note form, provide one reason for your choice of the current stage

(iii) in note form, explain why the teacher chose to follow the three indicated procedures.

Example:

Class profile: 10 intermediate students (16-18 years old)

The following is an extract from a lesson in which the teacher wants to help the students improve their reading skills in the target language.

In the current stage, she gives the students some travel brochures and information about four people looking for certain types of vacations. She tells the students to read through the brochures to choose the best vacation for each person before discussing their choices with a partner.

1. Which stage of the lesson plan does the current stage of the lesson describe?

   A   Lead-in/Warm-up

   B   Pre-reading

   Ⓒ While-reading

   D   Post-reading

2. One reason for your choice of the current stage: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

   Suggested answer: The students are reading through the text to complete a task.

3. Why does the teacher have students discuss their answers with a partner?

   Suggested answer: By justifying answers in pairs, students practice speaking and learn from each other.

Paper 1, Section 4: Recognizing strengths and weaknesses in student's writing   10 points

In this section, you will read and reflect on two responses by students at upper intermediate level (B2) to the essay prompt and task below. For each response, circle the best answer to each multiple choice question.

Task: You have seen an advertisement in a newspaper from an organization asking for volunteers to organize educational games and activities for forty children at a summer camp. You are thinking about applying for the job. Write to your friend John, telling him about this job and the reasons why you want to apply.

Response

Dear John,

How are you? The reason that I write this letter is that they need volunteer to plan some funny and interesting games for children at camp next summer. There are too many children and a few people only to work with the children. I think you will want to help....

What is the <u>main</u> problem with this paragraph?

- A   The writer has not explained why s/he has written the letter.
- B   The writer begins the letter too informally with "How are you?"
- (C)   The writer has misunderstood the purpose for writing the letter.
- D   The writer has errors in grammar and word choice that affect comprehension.

Section 5: Methods and techniques in TESOL   25 points

In this section, circle the best answer to each question, based on your knowledge of effective communicative language teaching principles and techniques.

Example:

How are learners <u>most</u> likely to remember lexical items?

- A   by recording them in a vocabulary notebook
- (B)   by having opportunities to use them in a variety of contexts
- C   by being introduced to them before encountering them in a text

Paper 2, Language Awareness: Construct and Format

As mentioned in the *Construct of Paper One: Methodology* above, a competency-based approach to defining the skills and knowledge required at a specific stage of a teacher's career and in a specific context was the framework used in designing Paper One. Language competence of (second language) L2 teachers was also considered important, particularly in view of the fact that the majority of language teachers of English are non-native speakers.

The items in the Language Awareness Paper aim at assessing knowledge of the language at C2 level on the Common European Framework of Reference for Languages (CEFR) of Council of Europe, as well as knowledge about the language, that is, knowledge of the language system, and pedagogical content knowledge, that is, an ability to understand the language from the learner's perspective and be able to explain it accordingly.

Paper 2, Section 1: Verbs: Form and Use

Description: Candidates read ten short dialogs, each consisting of one exchange and each with one verb underlined. They name the underlined tense and explain its meaning and use in the context provided.

Aim: This section tests the candidates' knowledge of the meaning and use of verb form (tense, aspect, mood, voice, and modality) by requiring candidates to read a short dialog (one exchange between two speakers) with a verb form underlined and then name the verb form and provide its meaning or use in the given context.

Rationale: Language competence of teachers comprises both knowledge of language and knowledge about language. By illustrating and explaining language phenomena,
candidates:
* demonstrate a detailed understanding of the systems of contemporary English, including grammar,
* provide appropriate explanations and examples to illustrate and explain language phenomena
* identify verb forms using accurate metalinguistic terminology
* explain the meaning and use of that verb form in a given context
* demonstrate awareness of grammar in terms of form, meaning, and use

Paper 2, Section 2: General Errors

Description: Candidates read ten sentences, each of which contains ONE grammatical or vocabulary error that has been underlined. For each error, candidates must explain why it is an error.

Aim: This section tests the candidates' ability to briefly explain grammatical errors.

Rationale: The candidate should be able to demonstrate a detailed understanding of the systems of contemporary English. By explaining grammatical errors, candidates demonstrate the ability to:
* provide students with appropriate explanations to illustrate and explain language phenomena

Paper 2, Section 3: Pragmatic Competence

Description: Candidates read ten short dialogs consisting of one exchange. Each dialog has a phrase or sentence in bold and is followed by a list of three functions. For each dialog, candidates must identify the function expressed by the underlined phrase or sentence and circle the corresponding letter of the function it expresses.

Aim: This part tests the candidates' ability to identify the function used in a given context.

Rationale: Language competence of teachers comprises both knowledge of language and knowledge about language. By identifying the function expressed by a phrase or sentence in a given context, candidates:

- demonstrate a detailed understanding of the systems of contemporary English, e.g., pragmatics
- demonstrate awareness of language in terms of form, meaning, and use
- demonstrate awareness of explaining language in pragmatically appropriate contexts
- demonstrate awareness of using vocabulary in pragmatically appropriate contexts
- demonstrate awareness of grammar in terms of form, meaning, and use

Paper 2, Section 4: Semantic Differences

Description: Candidates read ten pairs of sentences, each containing an underlined word or phrase. For each pair, they must briefly describe the difference in meaning between the two underlined words or phrases for the context provided.

Aim: This section tests the candidates' ability to describe the difference between a pair of semantically-related sentences.

Rationale: Language competence of teachers comprises both knowledge of language and knowledge about language. By distinguishing between pairs of semantically-related sentences, candidates:

- demonstrate a detailed understanding of the systems of contemporary English, e.g., syntactic, semantic, pragmatic
- demonstrate awareness of need to use vocabulary in semantically-related contexts
- demonstrate awareness of need to use grammar in semantically-appropriate contexts

Paper 2, Section 5: Grammatical Terminology

Description: Candidates read a passage in which certain grammatical phenomena have been underlined. The passage is followed by a table listing ten grammatical phenomena. For each item, candidates must find an example of the phenomenon from the underlined word(s). The passage contains six extra underlined words.

Aim: This section tests the candidates' knowledge about language, in particular, the ability to recognize how words and phrases are used in a text, and to use them to provide examples of metalinguistic terminology to refer to grammatical phenomena.

Rationale: Language competence of teachers comprises both knowledge of language and knowledge about language. A text of approximately 150 words provides sufficient context for the candidates to find words and/or phrases that serve as examples of a given set of metalinguistic terms. By matching given terminology to examples from the text, candidates:

- demonstrate a detailed understanding of the systems of contemporary English, including the metalinguistic terminology used to define grammatical phenomena
- demonstrate awareness of grammar in terms of form, meaning, and use

Paper 2, Section 6: Reading Comprehension

Description: Candidates read two texts, each followed by a set of comprehension and vocabulary questions. Candidates provide a short-answer response for each question.

Aim: This section tests the candidates' ability to understand text at both the sentence and discourse level, as well as to understand inferences and vocabulary in context.

Rationale: Candidates are tested on their reading comprehension of advanced level texts: understanding of specific detail and vocabulary in a specific context, as well as making inferences. Teachers helping learners develop ESOL reading skills should be able to demonstrate their own ability to comprehend texts in the target language.

Paper 2, Language Awareness: Overview

Paper 2, Language Awareness, consists of six sections with short answer questions worth a total of 80 points. Duration: 2 hours (120 minutes).

Section	Short Description	Number of points
1	**Verbs: Form and Use (short answer)** Candidates read ten short dialogs, each consisting of one exchange and each with one verb underlined. They name the underlined tense and explain its meaning and use in the context provided.	20
2	**General Errors (multiple choice and short answer)** Candidates read ten sentences, each of which contains ONE grammatical or vocabulary error that has been underlined. For each error, candidates must explain why it is an error.	10
3	**Pragmatic Competence (multiple choice and short answer)** Candidates read ten short dialogs consisting of one exchange. Each dialog has a phrase or sentence in bold and is followed by a list of three functions. For each dialog, candidates must identify the function expressed by the underlined phrase or sentence and circle the corresponding letter of the function it expresses.	10
4	**Semantic Differences (short answer)** Candidates read ten pairs of sentences, each containing an underlined word or phrase. For each pair, they must briefly describe the difference in meaning between the two underlined words or phrases for the context provided.	20
5	**Grammatical Terminology (number answer)** Candidates read a passage in which certain grammatical phenomena have been underlined. The passage is followed by a table listing ten grammatical phenomena. For each item, candidates must find an example of the grammatical phenomenon from the underlined word(s) and write the number of the word in the table. The passage contains six extra underlined words.	10
6	**Reading Comprehension (short answer and one-word answer)** Candidates read two texts and answer a set of questions about each text.	10
	Total	**80**

Paper 2, Language Awareness: Instructions and Examples

This paper of the English Teaching Competency Test (ETECT) measures your awareness of language and grammatical knowledge. **All items are worth one point unless otherwise indicated.**

There are six sections in this paper, which cover the following areas:

Section 1	Verbs: Form and use	20 points
Section 2	General errors	10 points
Section 3	Pragmatic competence	10 points
Section 4	Semantic differences	20 points
Section 5	Grammatical terminology	10 points
Section 6	Reading comprehension	10 points
	Total	**80 points**

Look at the IMPORTANT DIRECTIONS FOR MARKING ANSWERS. This test is not machine scored, so you must follow instructions carefully.

- Use a #2 (soft) pencil or a pen.
- Erase cleanly any answer you wish to change.
- Mark all answers in the test booklet.
- Make sure you write your answers clearly.
- Any item with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

Please note: Keep your eyes on your own test booklet and answer sheet. Candidates giving or receiving help or using notes or other aids will be disqualified and will not receive a score report.

You will have **two hours** to complete Paper 2.

Instructions for each section are provided on pages 4 through 6.
You will have 5 minutes to go through the instructions.
Do not turn to page 8 until instructed to do so.

Paper 2, Section 1: Verbs: Form and use   20 points

> In this section, you will read 10 short dialogues. For each underlined verb
>
> a: name the verb form
> b: explain briefly its use in the given context
>
> **Each item is worth 2 points (a = 1pt; b = 1pt.)**
>
> *Example:*
> A: Say Paul, can you watch my bags for me for a minute? I'll be right back.
> B: Sure. Don't worry, they'll be safe with me.
>
> a   **Name of verb form:** _____
>   *Suggested answer:* negative form of the imperative
>
> b   **Use of verb form:** _____
>   *Suggested answer:* functions as *a command used to reassure someone*

Paper 2, Section 2: General errors   10 points

> In this section, you will read ten sentences that contain ONE grammatical or vocabulary error
> that has been underlined. For each error, briefly explain why it is an error.
>
> *Example:*
> The report must to be edited before it is sent off.
> *Suggested answer:* Modal verbs such as "must" cannot be followed by "to".

Paper 2, Section 3: Pragmatic competence   10 points

> In this section, you will read ten short dialogues. In each dialogue, identify the function expressed by the
> words in bold. In your booklet, circle the best answer to each question.
>
> *Example:*
> A: I'm tired after work and don't have energy to do anything.
> B: **Why not try working out at a gym?** The exercise will do you good.
> a   complaining
> b   suggesting
> c   requesting

Paper 2, Section 4: Semantic differences   20 points

In this section, you will read ten pairs of sentences. For each pair, briefly describe the difference in meaning between the two underlined words or phrases.

Each item is worth 2 points (a=1pt; b =1pt).

Example:

   a. Mary <u>likes</u> drinking coffee.

     Suggested answer: Mary enjoys drinking coffee.

   b. Mary <u>would like</u> a cup of coffee.

     Suggested answer: Mary wants a cup of coffee.

Paper 2, Section 5: Grammatical terminology   10 points

In this section, you will read a passage in which certain grammatical phenomena have been underlined. For each item, find an example of the grammatical phenomenon from the underlined words and write the number of the word in the table below the text. There are six extra words underlined apart from the example.

Example:

The <u>inspector</u> (0) opened the fridge, <u>removed</u> (1) the previous day's leftovers and flung <u>them</u> (2) into the microwave. …

	Which of the underlined words in the text is an example of …	Answer
Example	a noun?	0

In this section, you will read two passages that are each followed by a set of questions. For each question, write your answer in the text booklet.

Example:
When under attack - surrender, withdraw or counterattack?
In an actual war, to be attacked means to have our survival threatened. Thus, we might choose between surrender, withdrawal, or counterattack. When we feel attacked by others in conversation, we often move into that same kind of survival mentality and automatically defend ourselves. But conversation is different from war. When we rush to defend ourselves against criticism, we give more power to the criticism and the person handing it out than is warranted.

While we might need to set some limits if someone is verbally abusive, I think we often ward off criticism far too soon, discarding anything that is valid, as well as what is invalid. The person's words may hurt, but they will hurt less, I think, if we ask questions, decide which pieces we agree with (if any) and which ones we don't agree with. We can just think about it - we don't have to fight it as if we were being attacked with a lethal weapon. I watch people's self-esteem increase simply from becoming less defensive in the face of criticism and judgment. Besides, we may find a priceless gem in with some junk. …

Adapted from: http://teenadvice.about.com/cs/peerpressure/a/blcriticism.htm

Example question:
What two things might happen if one defends oneself too quickly from verbal criticism?

a: _____

Suggested answer: Giving too much power to the criticism and/or to the one criticizing

b: _____

Suggested answer: Dismissing good criticism with bad criticism

Paper 3, Essays: Construct and Format

The Construct of Paper Three of the ETECT: Essays

Knowledge, skills, and competence at Level 7 of the EQF correspond to the second cycle in the Framework for Qualifications of the European Higher Education Area (EHEA). This framework serves as guide to the development of a regulated profession both at the national and international level.

At **level 7 of the European Qualifications Framework (EQF)**, the candidate's potential ability to provide guidance to groups of teachers of English to Speakers of Other Languages, particularly in foreign language centers, is assessed. The ETECT at level 7 is used to assess and certify:

- a thorough knowledge of the English language, its structures and the extent to which the candidate is aware of the socio-political dimensions that determine the appropriate choice of writing styles and the proper use of language.

- specialized knowledge of the theoretical principles and contemporary theories relating to language acquisition and language teaching.

Paper 3, Section 1: Language Awareness and Language Acquisition

Description: Candidates read two essay questions, one related to an area of linguistics (morphology/word formation, phonetics, phonology, syntax, semantics, language variation, and/or pragmatics) and one related to either first or second language acquisition. They choose one of the two essay questions and write a response of approximately 200-250 words.

Aim: This part tests the candidates' knowledge of linguistics and first and second language acquisition, and their ability to relate that knowledge to classroom application by discussing implications for/impact on the TESOL classroom.

Rationale: The use of the essay format provides candidates the opportunity to demonstrate the extent to which they can discuss both standard and contemporary theories in linguistics and first and second language acquisition to TESOL classroom situations. Through their essay, candidates demonstrate:

- a thorough knowledge of the English language, its structures and the extent to which the candidate is aware of the socio-political dimensions that determine the appropriate choice of writing styles and the proper use of language.

- specialized knowledge of the theoretical principles and contemporary theories relating to language acquisition and language teaching.

Paper 3, Section 2: Teaching Skills and Grammar

Description: Candidates read four essay questions related to teaching listening, speaking, reading, writing, vocabulary, pronunciation, and grammar. They choose two of the four essay questions and write a response of approximately 200-250 words.

Aim: This part tests the candidates' knowledge of standard and contemporary theories related to the teaching of language skills, and the candidates' ability to relate that knowledge to classroom application by discussing implications for/impact on the TESOL classroom.

Rationale: The use of the essay format provides candidates the opportunity to demonstrate the extent to which they can discuss both standard and contemporary theories concerning best practices in the teaching of language skills in TESOL classroom situations. Through their essay, candidates demonstrate:

- a thorough knowledge of the English language, its structures and the extent to which the candidate is aware of the socio-political dimensions that determine the appropriate choice of writing styles and the proper use of language.

- specialized knowledge of the theoretical principles and contemporary theories relating to language teaching.

Paper 3, Essays: Format

Paper Three: Essays comprises two sections, the first with two essay questions, only one of which candidates choose to answer, and the second, four essay questions, two of which candidates respond to. Each essay is worth 16 points, for a total of 48 points. Candidates are given one and a half hours (90 minutes) to write all three essays. The essays are assessed using a rubric containing the following criteria: Content, organization, development, and form, meaning and use of language. This paper comprises two sections:

Section	Short Description	Number of points
1	**Language Awareness and Language Acquisition (essay)** Candidates read two essay questions, one related to an area of linguistics (morphology/word formation, phonetics, phonology, syntax, semantics, language variation, and/or pragmatics) and one related to either first or second language acquisition. They choose one of the two essay questions and write a response of approximately 200 - 250 words.	16
2	**Teaching Skills and Grammar (essays)** Candidates read four essay questions related to teaching listening, speaking, reading, writing, vocabulary, pronunciation, and grammar. They choose two of the four essay questions and write a response of approximately 200 - 250 words.	32
	Total:	**48**

Paper 3, Essays: Instructions and Examples

Overview

Paper 3 of the ETECT measures your ability to apply theoretical knowledge of methodological principles and practices to classroom situations/contexts.

There are 2 sections in this paper, which cover the following areas:

Section 1	Language Awareness and Language Acquisition	16 points
Section 2	Teaching Skills and Grammar	32 points
	Total	**48 points**

You must choose **one** essay topic from Section 1 and **two** essay topics from Section 2, for a total of **three** essays. Each essay is worth 16 points.

Note:

- You will have one hour and 30 minutes to complete all <u>three</u> essays.
- You may use pen or pencil to write your response.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.
- Each essay should be approximately 200-250 words in length.
- Your essays will be assessed on content, organization, development, form, meaning, and use of language.
- Extra sheets of paper or scratch paper will not be scored. Please use only the space provided to write each response.

Please note: Keep your eyes on your own test booklet and answer sheet. Candidates giving or receiving help or using notes or other aids will be disqualified and will not receive a score report.

Paper 3, Section 1: Language Awareness and Language Acquisition   16 points

Answer **ONE** essay question from the following:

Example:

  A. Read through the following transcript of authentic English language learner speech:

  /ˈaɪ ˈjuːst tuː ˈpleɪ ˈfuːtˌbɒl ɑːn sætɛrˈdeɪ | ˈnaʊ ˈaɪ ˈkɛnt bɪˈkɒz ˈaɪ həv tuː ˈstʌdi ˈiːŋˌɡliːs/.

  Analyze the strengths and weaknesses of this particular learner's speech in terms of phonetics and phonology. As a teacher, what could you do to address the learner's weaknesses?

  B. Outline the views of cognitive and developmental psychologists against the innatist view of second language development. What are some implications of these views for the second language classroom?

Paper 3, Section 2: Teaching Skills and Grammar

Answer **TWO** essays questions from the following:

  C. What are some of the strategies learners can use to communicate effectively while speaking in English? Discuss ways that such strategies can be introduced and fostered in the classroom.

  D. Read the following text from an intermediate level course book: [provided text] Discuss how you would deal with the vocabulary in the text. Which words (if any) would you pre-teach? Why did you decide on those words? How would you teach them?

  E. What is the genre approach to teaching writing? Discuss the advantages and disadvantages you see in using this approach over other approaches.

  F. "Grammar should be taught in terms of form, meaning, and use." Do you agree or disagree with this statement? Justify your response with concrete examples taken from the literature and/or from your experience.

Glossary of Terms

The entries in this glossary are representative of terminology that potentially could appear on the English Teaching Competency Test (ETECT). This glossary should not be seen as an authoritative or exhaustive list.

accuracy	degree to which language produced adheres to an accepted standard
achievement test	test to assess the learning students have achieved over all or part of a term or course
active voice	form of a verb that indicates the subject is doing the action, e.g The dog **bit** the boy.
added-value	Qualifying term used to describe technology that enhances learning in a way that other learning tools cannot, e.g., as part of project-based learning, students search the Internet for texts related to the theme of their project, use online dictionaries where necessary to check meaning and pronunciation of unknown vocabulary, and share what they have found out with group members via video conferencing
adjective	part of speech that describes a noun or pronoun, e.g., **colorful** flower
comparative adjective	adjective showing a comparison between two nouns, **longer** day
demonstrative adjective	adjective used to indicate the distance of a noun from the speaker. e.g., **this** house, **that** house
participial adjective	adjective ending in –ed or –ing, e.g., The **bored** students are listening to another **boring** lecture.
possessive adjective	adjective showing to whom something belongs, e.g., **my** glasses, **your** house
superlative adjective	adjective indicating the most of a quality among three or more things, e.g., the **tallest** player on the team
adverb	part of speech used to qualify a verb, adjective, or other adverb, e.g., **quickly** opened, **extremely** hot, ran **very** fast
adverb of degree	Adverb that gives information about the intensity or degree of an action, e.g., **almost, completely, quite**
adverb of frequency	adverb that answers the question, *How often?*, e.g., **always, sometimes, never**
adverb of manner	adverb that gives information about how something happens, e.g., **carefully, quickly**
affix	a letter or group of letters added to the beginning or end of a word to produce a different word, e.g., re-, over-, -ship, -ify
agency	one's ability to act and take the initiative in his/her language learning
antonyms	vocabulary term: two or more words with opposite meanings

app (application)	piece of software that can run on the Internet, on a computer, on a phone or other electronic device to fulfill a purpose; it's a great way for students to practice English and have fun while doing so
assessment framework	type of assessment tool, e.g., checklists, rating scales, rubrics, portfolios
assimilation	phonological process of adjacent sounds becoming more like each other
attention span	length of time that a student can focus on an activity without becoming distracted
Audiolingual Method	language teaching method based on Behavioralism in which emphasis is placed on acquiring accuracy through listening to and repeating dialogs
auditory learner	learner who tends to prefer a style of learning in which listening to input helps to promote retention of new language
authentic materials	materials taken from samples of language as used outside the classroom
autonomous learner	a learner who has developed skills and strategies to learn on his/her own to varying degrees
Behaviorism	a theory that views imitation as a key element in language learning. Learners imitate language, practice it, and receive feedback for reinforcement and consolidation
blog	**web page that contains personal reflections; allows students to** experience writing and reading in a more authentic context
bottom-up activity	activity that relies to a large extent on decoding a string of words or stream of speech
brainstorming	generating a list of words, ideas, etc. randomly, by what comes to mind first
CALL (computer-assisted language learning)	applying uses of the computer to language learning, e.g., blogs, wikis
causative	structure formed with *let, make, have, get* and another verb to indicate that a person or thing causes another person or thing to do something, e.g., *make someone do something*
chain correction	technique in which learners attempt, each in their turn, to correct a mistake
chant	repetition of language to a certain rhythm or beat
checklist	assessment tool in the form of a list of items, e.g., can-do statements, that are ticked off as completed once achieved
choral repetition	whole class repetition of word(s), structures or phrases
clarification	type of spoken error correction in which the teacher tries to draw the student's attention to the error by asking a question
class profile	information about a particular class of students that usually includes the number of students, their age and language level

classroom management	doing what is possible to ensure that the classroom environment is as conducive to learning as it can be
clause	a group of words with a subject and verb
main clause	a clause which can stand on its own, e.g., As soon as I finished eating, **I went out for a walk**.
subordinate clause	a clause that is part of a sentence, but which is incomplete on its own, e.g., **As soon as I finished eating**, I went out for a walk.
relative clause	clause functioning as an adjective to modify a noun, e.g., The woman **who was driving the car** wore a red hat.
adverb clause	clause functioning as an adverb, e.g., **As soon as the bell rang**, the students headed home.
noun clause	clause functioning as a noun, e.g., **What made him late** was the traffic.
non-restrictive relative clause (also called non-defining/non-identifying relative clause)	type of relative clause that can be omitted from a sentence without affecting the meaning of the sentence, e.g., The rap concert, **which was held at the civic center**, was a huge success.
restrictive relative clause (also called defining/identifying relative clause)	type of relative clause that cannot be omitted from a sentence without affecting the meaning of that sentence, e.g., Women **who wear high heels** often suffer back pain.
reduced relative clause	type of relative clause in which the relative pronoun and one or more other words has been omitted, e.g., The hospital **mentioned in the article** has since closed. ('which is' has been omitted)
cleft sentence	Construction in which one part of a sentence is put into a separate clause to highlight or emphasize it: *it + be + X + subordinate clause*, e.g., **It is Dave's short temper that gets him in trouble all the time.**
cloze passage	text in which words are periodically omitted and students have to use surrounding textual clues to complete the gaps
co-constructor	one role of a teacher: finding out students' interests and building course content around them
Cognitivist perspective	a view of language acquisition in which automaticity in speaking and understanding a language is developed over time by building onto language already acquired
cognitive overload	inability of the mind to process input, either due to the extensive amount of information or to the level of students' cognitive development
coherence	criterion used to describe how logically ideas follow one after the other in a text
cohesion	criterion used to describe how well a text fits together and forms a unified whole
collaborative learning	type of learning in which students learn from each other by working together on an activity or project

collocation	group of words typically occurring together, e.g., cautiously optimistic, stubborn insistence
communicative competence	ability to use linguistic, sociolinguistic, discourse, and strategic competences effectively in communicating a message to particular audience in a particular context
communicative effect	criterion used to assess how appropriate student writing is for its intended audience and to what extent it achieves its purpose
Communicative Language Teaching	approach to teaching language in which emphasis is placed on helping learners acquire communicative competence
comprehension question	question asked to assess understanding of a listening or reading text
concept (check) question	a question that checks understanding of a grammar concept or vocabulary item
conditional sentence	a sentence that refers to a probable, possible, or imagined situation, e.g., **If you need me, I'll be upstairs**; **If the builders had been more careful we wouldn't have this leak in the wall.**
conjunction (also called a connector)	part of speech used to join words, phrases, clauses, or sentences, e.g., It's cold out, **so** I think I'll wear my jacket.
connector (also called a conjunction)	part of speech used to join words, phrases, clauses, or sentences, e.g., Most government offices will be closed tomorrow. **However**, banks will remain open.
connotation	positive or negative sense evoked by a word or expression
content-based instruction	teaching subjects, e.g., geography, biology, using the L2 as the medium of instruction
contingency plan	part of a lesson plan that includes extra activities in case a lesson does not go as planned
contracted form (contraction)	shortened form of a word or words, e.g., we're, don't, they'd
contraction	shortened form of a word or words, e.g., *I'm* for *I am* or *can't* for *cannot*
controlled activity	activity in which the language needed for students to complete it is limited in scope and focuses on a particular language structure or function
conversational maxims	four maxims proposed by Grice stating that, in a conversation a speaker observes certain rules of quantity, quality, relation, and manner
criterion (plural: criteria)	basis on which something is assessed or evaluated, e.g., content and development when providing feedback on student writing
critical thinking	process involving learners in developing higher level thinking skills, e.g., analyzing, synthesizing, evaluating content
deductive learning	learning by studying rules and coming up with examples to illustrate those rules
definite article	**the**

deixis	term in linguistics used to refer to words that indicate the spatial-temporal location of an utterance, e.g., before, then (time); here, there (place)
determiner	word used at beginning of a noun or noun phrase to specify which one(s) is being referred to, e.g., a, the, this, that, some, each
developing learner autonomy	helping learners acquire the strategies and skills needed to enable them to learn the L2 on their own
developmental error	error made while a learner is experimenting with the L2, trying to gain insight into how it works
diagnostic test	test used to assess students' strengths and weaknesses in order to provide them with additional support
dictogloss	type of dictation in which learners write down what they manage to hear, comparing their versions with each other to create a final version that is close to the original
differentiated learning	creating variations of a particular task to meet the needs of a mixed-ability class
dimensions of grammar	aspects of language: form, meaning, use
discourse competence	ability to construct and interpret longer texts and to understand how they fit together to make a whole
discovery learning	learning inductively, that is, trying to work out the rules for how language works instead of being given those rules
draft	piece of writing under revision, not yet in a final form
drill	task that requires learners to use language in a very controlled way, usually through the use of prompts or cues to get them to make specific changes, e.g., substitution, transformation, to a very limited sample of language
echoing	one type of teacher talk: repeating what a student has said, e.g., S: I saw a movie yesterday. T: *You saw a movie*. What movie did you see?
elicit	attempt to draw information from students rather than provide it to them
elicitation (error correction technique)	type of spoken error correction in which the teacher draws or elicits the correct form from the student
elision	omission of a sound (vowel, consonant, or syllable) from a word or phrase to make pronunciation easier, e.g., bread **'n** butter
e-reader	mobile electronic device to read digital books or periodicals; can be used to promote extensive reading
error code	series of symbols used to indicate different types of written error correction, e.g., SP=spelling, WC=word choice
euphemism	word or expression to refer to something unpleasant in a pleasant or neutral way, e.g., 'passed away' instead of 'died' or 'chubby' instead of 'fat'
expansion	ability to use language outside of the context in which it was originally found

explicit correction	type of spoken error correction in which the teacher points out the error and corrects it directly
extensive reading	reading of a large number of texts, focusing on meaning rather than form and guessing meaning of vocabulary rather than looking it up
extra activities	set of activities teachers have available if there is extra time left at the end of a lesson (see contingency plan)
extrinsic motivation	motivation that comes from outside the learner, e.g., a material reward for succeeding on an exam or doing an assignment to avoid punishment
facilitator	one role of a teacher: focusing on helping students to learn
false friends	word or expression in the target language that resembles a word in the learner's first language, but has a different meaning or sense
feedback	constructive remarks that someone receives on the language they have produced or the way that have done something in order to develop
filler	sounds and words used when speaking, e.g., uh-uh, hmm, well,…; used by listeners to show they are paying attention to the speaker; often used by speakers to allow some time to process what one would like to say
finger correction	error correction technique in which the teacher points to the finger representing the word where a mistake was made in an utterance
fluency	speaking or writing with relative ease, without a lot of false starts or struggling to find words
follow-up question	question asked to elicit further information related to a question that has just been answered
formative assessment	assessment that takes place throughout the learning process rather than just at the end (see summative assessment)
fossilized error	language learning error that is difficult to remedy due to repeated use over time
free activity	activity in which students are free to use whatever language they have at their disposal creatively
function	1) Use of language in a particular context; 2) what is done or performed using language, e.g., **apologizing, refusing, suggesting**
genre	type of writing with particular characteristics or features
gentle correction	type of correction in which the teacher tactfully nods or hints to a learner that an error has been made, but without pressing the learner to correct it
gerund	verb acting as a noun, e.g., **Swimming** provides good exercise; Instead of **trying** the key again, they gave up.
glossary	alphabetical list of words or expressions occurring in a specific field or text

graded reader	reading material in which language has been simplified to facilitate learners' ability to read and understand it
Grammar Translation Method	language teaching method in which the focus is on learning rules; the target language is taught by translating to and from the first language
graphic organizers	visual representation of the connection between a set of concepts or ideas, e.g., a diagram, web, or map
guessing meaning (of words) from context	using the text surrounding an unknown word or expression to ascertain its meaning
guided activity	activity in which students receive scaffolding support to carry out the activity, e.g., being provided with an outline, set of questions, or model for a writing activity
Hangman	word game in which participants are given a blank line for each letter in a word. Ss take turns calling out letters. If the letter they call out is part of the word, it is written in the appropriate gap(s); if it is not part of the word, a part of the gallows or hanged person is drawn
higher order (level) thinking skills	skills like analyzing, synthesizing, or evaluating information that involve greater cognitive processing that, for example, remembering or repeating that information
high-frequency vocabulary word	word that occurs quite often in general contexts
imperative	form of a verb that expresses a command, e.g., **Have** some tea! **Be** kind to your sister! **Don't walk** on the grass!
implicature	an inference that is drawn from information that is beyond semantic content
improvised speaking task	speaking task in which learners have to speak on a topic on the spot, i.e., without prior preparation; used to develop fluency
indefinite article	**a, an**
inductive learning	learning by analyzing examples to ascertain rules
infer	draw a conclusion based on information implied rather than stated directly
infinitive	base form of a verb: to + verb, e.g., **to discover, to exploit**
Innatist perspective	view that children have an innate Universal Grammar that they use to learn the language of the environment they are in
bare infinitive	base form of a verb without 'to', e.g., make someone **do** something
infinitive of purpose	infinitive in which the 'to' represents 'in order to', e.g., Jim went *to buy* some bread
perfect infinitive	The adventurers are believed **to have vanished** about midway up the mountain.
continuous infinitive	It is risky **to be taking** those two medications together
information gap activity	activity in which each participant has information not shared by the others and has to communicate that information to the others to complete a task

information transfer activity	transferring information in written form to another form, e.g., visual form (graphs, timelines, etc.), to enhance ability to process the language
integration of skills	using more than one skill per lesson, e.g., a reading activity followed by a related writing or speaking activity
intensive reading	careful reading of a text of limited length to practice developing strategies or to study particular linguistic aspects of the text
interactive whiteboard (IWB)	type of whiteboard which, through the use of technology, allows teachers and students to use it as an interactive computer screen
intonation	rising and falling movement of the voice as one speaks
intrinsic motivation	motivation that is generated from within the learners themselves to achieve satisfaction
jigsaw activity	reading or listening activity in which each student receives a different part of a text, comprehends it, and shares what s/he learned with other students to piece the information together to make a coherent whole
jumbled words, sentences or paragraphs	an activity in which students are given scrambled words from a sentence, scrambled sentences from a paragraph, or scrambled paragraphs from a text and work individually or in pairs or small groups to reorder the material to produce a coherent text
kinesthetic learner	learner who tends to prefer a style of learning in which movement helps to promote retention of new language
Monitor model	model of language learning developed by Stephen Krashen; comprises 5 hypotheses, among which is the monitor hypothesis, which views acquired language as leading to spontaneous language production and learned language being used as a monitor to edit and refine that spontaneous language
K-W-L strategy	strategy for conducting a lesson in which a teacher finds out what learners already **K**now, elicits what they **W**ant to know and, at the end of the lesson, assesses what they have **L**earned.
L1	student's first language, mother tongue
L2	student's second language
language chunk	two or more words that tend to occur together, e.g., 'in light of recent findings'
language exponent	language formulation used to express a function, e.g., for suggesting saying, "If I were you, I would…" or "Why don't you…?"
language interference	influence the L1 (first language) has on the second language in terms of errors, etc.
lead-in	opening stage of a lesson; often called 'warm-up'
learner autonomy	varying degrees of independence in learning
lexical item	word or combination of words considered as one unit of meaning in a dictionary, e.g., car, put out, cell phone, bank account

linguistic accuracy	correctness of language used by students in writing or speaking
linguistic competence	ability to use the grammar, syntax, and vocabulary of a language in an appropriate way
linguistic range	extent of students' use of grammar and vocabulary in writing or speaking
listen-and-draw activity	task in which students listen to a description and draw what they hear
long turn	speaking at length using a number of sentences as opposed to a single utterance (short turn)
metacognitive strategy	strategy used to think about and evaluate how one learns and how to make that learning more effective, e.g., considering the advantages and disadvantages of looking up unknown words in a text vs. guessing their meaning from context
metalanguage	language terms used to talk about or describe language, e.g., relative clause, appositive, subjunctive
metalinguistic feedback	type of spoken error correction in which the teacher uses grammatical terms to explain the error
metaphor	type of language used to relate one person or object to another because of a quality or qualities shared by both
miming	acting out the meaning of a word so that someone can guess that word
mind map	type of graphic organizer; a diagram used to provide a visual representation to help learners organize information
mingling activity	task in which learners move around the classroom and work with a number of other classmates to perform a task, e.g., a questionnaire
minimal pair	two words that differ in pronunciation by one sound, e.g., ship/sheep, park/bark, rice/lice; used to give students practice in distinguishing between two similar sounds
mixed ability	describes a group of students with different levels of knowledge, skills, and/or competences
monitor	to observe students while they are doing a task and to assist them where necessary
motor skills	coordinated movement that children develop as they grow, e.g., being able to hold a pencil to write or use a pair of scissors to cut
noticing	making learners aware of a language item or structure or becoming aware by oneself of some aspect of language
noun	part of speech that refers to a person, place, or thing, either concrete or abstract
collective noun	refers to a group, e.g., **committee, board, police**
common noun	a noun that is not the particular name of someone or something, e.g., **river, country**
compound noun	a combination of two or more single words that functions as a unit, e.g., **houseboat, bookends**

countable noun	a noun that has both the singular and plural forms, e.g., **button(s), light(s)**
plural noun	a noun in a form referring to many of that person, place, or thing, e.g., **babies, knives**
proper noun	name of a particular person, place, or thing, e.g., **Greece, New York, Van Gogh**
uncountable noun	a noun that has no plural form and is used with the third person singular form of a verb, e.g., **milk, sugar, furniture**
Odd One Out	activity in which learners look at a series of words and decide which one is the odd one out, i.e., the one that does not belong in the list
open-ended question	question that invites learners to respond creatively and develop their opinions in a longer response, e.g., **Why do you think…?**
overgeneralization of a language rule	applying a rule where it does not apply, e.g., applying the rule for forming the simple past tense of regular verbs to irregular verbs, producing forms like 'goed' or 'taked'
paralinguistic features	nonverbal cues like body language and tone of voice
participle (past, present)	form of a verb ending in -ed (past participle) or –ing (present participle), e.g., Measures have been **taken**; Peter hurt his hand while **playing** volleyball.
particle	the preposition part of a phrasal verb, e.g., *look **up*** a word,
passive voice	form of a verb that indicates that the subject of the sentence is being acted upon, e.g., The book **was read** by millions of people.
peer correction	students providing corrective feedback to each other
pen pal	a pen friend students can email or write to (online) to practice writing skills
personalization	helping learners make a connection between new language and their individual lives and experiences so that they can use that new language meaningfully
phoneme	smallest unit of sound that has meaning
pilot (verb)	use teaching materials for a trial period to determine if they are suitable to be used over a longer period
placement test	test used to enroll students in an appropriate level-course or program
podcast	digital medium consisting of a series of audio/video files students can listen to improve listening comprehension; students can also use/create podcasts to practice speaking skills
portfolio	collection of selected samples of a student's work during a course which highlights a learner's development over time
positive washback	using information obtained from a test and how well learners performed on that test to enhance language learning in the classroom
prediction	using available stimuli, e.g., picture or title of text, to predict what is coming next

preposition	part of speech that connects a noun, pronoun, or gerund to other words, e.g., **in** the park, We stood **by** her in times of trouble, **without** realizing their mistake
process approach	approach to writing that involves several stages, e.g., brainstorming ideas, writing a draft, receiving feedback, editing the draft, and producing a final version
product approach	approach to writing that focuses on the final product rather than the process leading to that final product
proficiency test	A test, usually standardized, that is used to assess a candidate's overall level of competence in a language
progress test	test to assess what students have learned or still need to learn
project work	series of tasks in which students choose some aspect of a topic, research it, discuss their findings, and use those findings to make some type of presentation
prompt	visual or verbal clue given to students to get them to produce language, particularly a specific word or structure
pronoun	part of speech that takes the place of a noun, e.g., The children have recess. **They** are playing on the swings.
demonstrative pronoun	pronoun that indicates distance from the speaker, e.g., **This** is mine and **those** are yours.
object pronoun	pronoun that takes the place of a noun or noun phrase functioning as the object of a verb or preposition, e.g., The doctor advised **him** to go on a diet; You need to have your driver's license with you. Without **it**, you can be arrested.
personal pronoun	pronoun used instead of a noun referring to a person; can function in both subject and object positions, e.g., Susan was late, so **she** ate breakfast fast (subject pronoun); My friends? I saw **them** yesterday (object pronoun).
possessive pronoun	pronoun that shows that something belongs to a noun, e.g., This umbrella is **theirs**.
reflexive pronoun	pronoun that refers to the noun that functions as the subject of the sentence, e.g., We saw **ourselves** in the mirror.
relative pronoun	pronoun that introduces a relative clause (see relative clause), e.g., The woman **who** was carrying groceries fell; The street **that** they live on is narrow.
subject pronoun	pronoun that takes the place of the subject of a sentence, e.g., The keys? **They** are on the kitchen table. Subject pronouns are labeled as follows: **I** – *1st person singular subject pronoun*; **you** – *2nd person singular subject pronoun*; **he/she/it** – *3rd person singular subject pronoun*; **we** – *1st person plural subject pronoun*; **you** – *2nd person plural subject pronoun*; **they** – *3rd person singular subject pronoun*
quantifier	word(s) used with a noun to indicate an amount of that noun, e.g., **many** opportunities, **much** time.
rapport	good relationship that develops between teacher and students

rating scale	assessment tool in the form of a scale, e.g., 1 unsatisfactory, 2 satisfactory...5 excellent; often used to provide feedback on a course
rationale	justification used to explain the reason(s) for choice or ordering of activities, for why an activity is carried out individually, in pairs, in groups, etc.
realia	real objects (as opposed to pictures or drawing), mostly used to illustrate vocabulary and other language phenomena
recast	type of spoken error correction in which the teacher the teacher rephrases what the student has said, correcting it, but at the same time communicating in a meaningful way. See reformulation
recycling material	using language in new and different contexts or situations in order to promote acquisition of that language
reduced form	shortened form of a word or words due to influence of neighboring sounds, e.g., **gonna, wanna, shoulda**
reflecting for action	thinking about what happened during a lesson in terms of how it can help improve future lessons
reflective journal	record of thoughts about lessons taught: what worked, what didn't work, and why
reformulation	type of spoken error correction in which the teacher rephrases what the student has said, correcting it, but at the same time communicating in a meaningful way. See recast
register	level of language, e.g., formal, informal, conversational used for a given situation or context
repair strategies	compensation strategies, e.g., gestures, circumlocution, word-coinage, used when a specific word or term fails to come to mind; conversation management strategies to maintain a conversation and keep it from breaking down
repetition	type of spoken error correction in which the teacher repeats the incorrect utterance, emphasizing the error through intonation or loudness of voice, in order to draw the student's attention to it, but without correcting it
retention	holding new language in memory so that it can be readily used (noun of verb 'retain')
rhythm	pattern of stressed and unstressed syllables in a word or sentence
role-play	speaking activity in which each speaker assumes a role and creates dialog keeping in character
rough-tuning	adjusting language to the level of the learners so that they receive comprehensible input and can assimilate the input
rubric	assessment tool in the form of a table with criteria and some form of ranking; often used in assessing student speaking and writing tasks

running dictation	competitive dictation activity in which a runner from each team reads a text on the wall or board, remembers part of it, and dictates it to his/her team members as accurately as possible
scaffolding	providing students language support to help them successfully complete a task or activity
scanning	reading a text to find specific information
scrambled words, sentences, or paragraphs	an activity in which students are given jumbled words from a sentence, jumbled sentences from a paragraph, or jumbled paragraphs from a text and work individually or in pairs or small groups to reorder the material to produce a coherent text
semantic field	group of words or expressions that are related in terms of meaning, e.g., fare, ticket, booking under a superordinate term such as transportation
settling activity (settler)	activity that calms young learners down
silent period	period in which beginning-level learners may opt to listen and read before actually producing spoken or written language
Simon Says	game in which learners carry out a series of commands, e.g., "Touch your elbow!", from the teacher or another learner as long as the order is accompanied by the words, "Simon says."
situational presentation	introduction of language via a particular context, e.g., by using board drawings
skimming	reading through a text quickly to get a general idea of its content; reading for gist
sociolinguistic competence	ability to use and respond to language appropriately in specific situations or contexts by recognizing the relationship between the participants in the communicative act
sound discrimination	being able to hear the difference between two, usually similar, sounds
stage	part of a lesson plan, e.g., lead-in, pre-reading, while-reading, post-reading
stirring activity (stirrer)	activity that energizes young learners
strategic competence	ability to employ suitable techniques to communicate a message or to deal with language breakdowns
stress	extra emphasis placed on a particular syllable of a word or a particular word in a sentence
student-centered activity	activity that involves significant student involvement, either individually or in pairs or small groups
subjunctive mood	form of a verb used with certain clauses to express wish or suggestion or obligation, e.g., It is imperative that the order **be** shipped as soon as possible.
sub-skills	specific strategies language learners use to be effective at reading, listening, speaking and writing

substitution drill	highly-controlled exercise in which learners are given a prompt and must replace one element of a sentence or question to practice a particular structure, e.g., **Teacher: Someone *drives* a car. Bicycle?** **Student: Someone *rides* a bicycle.** **Teacher: Plane?** **Student: Someone *flies* a plane.**
summative assessment	formal type of assessment often expressed through a grade or a percentage to conclude a unit, chapter, or module of learning
synonyms	two or more words with similar meanings
tag question	Phrase added to the end of a statement to turn that statement into a question, e.g., It's supposed to rain this afternoon, **isn't it**?
tape script	written-out text of a listening passage
target language	language that is being learned
target structure	grammar or syntactic structure that is focused on during a lesson
technique	way of presenting, practicing or assessing language for students
Technology-Assisted Language Learning (TALL)	Using technology, e.g., computers, smartphones, interactive whiteboards, to promote and enhance learning
tense	form of a verb that indicates past, present, future, or habitual action.
present simple/simple present	The research **demonstrates** the importance of folic acid to development of the central nervous system.
present continuous/present progressive	Currently my daughter **is taking** courses at college.
past simple/simple past	We **took** the train to Budapest.
past continuous/past progressive	Paul **was reading** the newspaper while his sister **was eating** breakfast.
present perfect (simple)	The girls **have finished** their homework.
present perfect continuous/progressive	Daphne **has been living** in town for two years now.
past perfect (simple)	We **hadn't known** Maria was expecting until she told us.
past perfect continuous/progressive	James **had been sleeping** when we called.
future simple	I **will see** you this evening at six, okay?
future continuous/progressive	Next year at this time Julie **will be working** in Argentina.
future perfect (simple)	By the time we get to see that film, the sequel **will have come out**.
future perfect continuous	By the time they arrive in port, they **will have been traveling** a total of 320 days.
future with going to	The band **is going to play** at the stadium on Friday.
transformation drill	highly controlled exercise in which learners are given a prompt and must modify one element of a sentence or question to practice a particular structure, e.g., **Teacher: I study hard every day. Peter?** **Student: Peter studies hard every day.**

translation	type of spoken error correction in which the teacher points out student's error using the L1 (student's first language)
turn-taking	Means by which conversation proceeds between speakers, e.g., who speaks first, when to respond
utterance	ideas, thoughts, feelings that are expressed through speech
verb	part of speech used to indicate an action, event, state, or process, e.g., Sally **plays** chess; The article **contains** provocative language.
auxiliary verb	a helping verb, i.e., a verb used with other verbs to form tenses, negatives, questions, e.g., **Do** you have…?, They **have** not finished, The children **are** playing.
finite verb	verb that is marked for tense and person (1st person singular, 3rd person plural, etc.), e.g., **goes**, **went**
modal (verb)	verb used with other verbs to convey ability, obligation, possibility, e.g., John **can** speak Chinese; Irene **must** be at the airport at three. Christie **may** not have time today.
phrasal verb	verb made up of a verb and adverb particle(s), e.g., **look up** a word, **look forward to** being somewhere, **get along** with one's neighbors
inseparable phrasal verb	phrasal verb in which the verb and its particle cannot be separated, e.g., **get along:** *I get along with my neighbors* cannot be rephrased as **I get them along*.
separable phrasal verb	phrasal verb in which the verb and its particle can be separated
stative verb	verb that refers to a state or situation, e.g., The old man **seems** hungry, The dictionary **includes** example sentences.
visual learner	learner who tends to prefer a style of learning in which visual input helps to promote retention of new language
warm-up	opening stage of a lesson, in which a topic is introduced without going into it in detail; often called 'lead-in'
washback effect	influence exams or tests have on the way students are taught
web quest	Internet-based inquiry that is classroom-based; students can use it to master spelling, grammar and other English skills