Subject Specifications

for teachers of English for Speakers of Other Languages (ESOL)

read·write·plus

department for
education and skills
creating opportunity, releasing potential, achieving excellence

FEnto

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Contents

Foreword

In *Skills for Life,* the national strategy for improving adult literacy and numeracy skills, the Government identified the importance of improving the language skills of people who do not have English as their first language. To enable this priority group to have access to high quality teaching and learning programmes, we have commissioned the Further Education National Training Organisation (FENTO) to develop the subject specifications for teachers of English for Speakers of Other Languages (ESOL).

The new ESOL subject specifications are set at levels 3 and 4 of the National Qualifications Framework. They have been designed to ensure that from 1 September 2003, all new teachers of ESOL will be equipped with the appropriate and relevant knowledge, understanding and personal subject skills to teach ESOL.

The specifications are designed for use in specialist teacher training, in specialist modules for Continuing Professional Development (CPD) and in other in-service training. The level 3 specification identifies skill levels to be included in generic post-16 teacher training qualifications for staff, and in the relevant curriculum units for CPD.

The level 4 specification is designed to be built in to the new FENTO endorsed post-16 teaching qualifications for specialist teachers and to be used as a key element in specialist CPD.
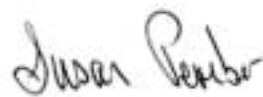
These subject specifications are the first step towards recognising the fact that teachers of ESOL have a challenging and professional role with the same status as teachers in other curriculum areas, and that adult learners developing English Language skills deserve to be taught by skilled and competent teachers with the appropriate specialist level 4 teaching qualification. This qualification will meet the generic Teaching and Supporting Learning standards set by FENTO and will integrate with or be underpinned by this specialist subject specification.

We expect that by September 2003, awarding bodies and higher education institutions will provide programmes and qualifications for new teachers of ESOL that take account of these subject specifications. Over time, new CPD programmes will enable existing teachers of ESOL to update their skills and meet the requirements set out in these subject specifications.

We commend these subject specifications to you as a significant new resource in the development of post-16 initial teacher education and continuing professional development.

David Hunter, Chief Executive
Further Education National Training Organisation

Susan Pember, Director
Adult Basic Skills Strategy Unit

Subject specifications for teachers of adult literacy, level 3

1. Aims

These specifications state the knowledge and understanding to be included in qualifications aimed at those supporting the teaching of English for speakers of other languages (ESOL). They also specify the personal language skills required for this type of work.

The subject specifications are presented in five sections. The first three sections address knowledge and understanding of theoretical frameworks underpinning the field of ESOL and the factors affecting acquisition of language. They also introduce the technical terms needed to engage confidently in professional discussions about language use and development. The term *core* identifies the content common to both the ESOL subject specifications presented in this document and the literacy subject specifications presented in the publication titled *Subject Specifications for teachers of adult literacy and numeracy.*

N.B. The core content is arranged and presented differently in this publication.

The sections are:

- Theoretical frameworks
- Factors influencing the use of English
- Language and literacy learning and development.

The final two sections are:

- English language skills
- English language use.

The English language skills section details the knowledge and understanding associated with the receptive skills of listening and reading as well as the productive skills of speaking and writing. The English language use section describes the general levels of competence expected of an English language speaker at this level. This final section is divided into three subsections:

- Speaking and listening
- Reading
- Writing.

2. Theoretical frameworks

This section is divided into the following three areas:

1. Grammar
2. Lexis
3. Phonology.

The section includes an understanding of the technical terms associated with the theoretical frameworks and the systematic study of language. The use of appropriate reference material is also an important requirement in each of the three framework areas.

2.1 Grammar (Core)

Demonstrate knowledge and understanding of:	Indicative content
Syntactic and grammatical frameworks.	A general understanding of: • Syntax (analysis of sentence structure) • Basic relationships between form and meaning • The meaning and use of common grammatical forms • Role of word order and word combination to identify sentence function and word class, e.g. use of iron as verb, noun or adjective.
Rules and conventions relating to words, sentences, paragraphs and texts.	An understanding of: • Elements of a basic English sentence and their order • Key terms: simple, compound and complex sentences • Types of clause: main, co-ordinate and subordinate • Types of sentence: statement, question, command • Main word classes: noun, verb, adverb, adjective, pronoun, article, preposition, determiner, conjunction.
Formation and usage of main grammatical features relating to the noun phrase and the verb phrase.	An understanding of key terms in relation to the noun phrase, such as: • Singular and plural, countable and uncountable nouns • Definite and indefinite articles • Types of noun: common, proper, abstract, collective. An understanding of key terms in relation to the verb phrase, such as: • Past, present and future tenses • Main verb, auxiliary verb, modal verb • Questions and negatives • Active and passive • Whole verb phrase.

Formation and usage of key grammatical features relating to the adverbial element.	An understanding of key terms in relation to the adverbial phrase, such as: • Adverbs and prepositions • Relationship of adverb or prepositional phrase to rest of sentence.
Discourse features of both written and spoken texts.	A broad understanding of: • Discourse – a set of utterances or a stretch of language longer than a sentence • Role of vocabulary, grammar and phonology in creating coherent and cohesive texts.
Language functions and choice of appropriate form.	An understanding of: • Common language functions • Main factors influencing choice, such as setting, participants and topic.
Issues that arise when learning another language or translating from one language to another.	An understanding of the fact that concepts and grammatical forms do not necessarily or usually transfer directly from one language to another.

2.2 Lexis

Demonstrate knowledge and understanding of:	Indicative content
Terminology and concepts associated with lexis and semantics.	A general understanding of: • Lexis (vocabulary, including word origins, meaning and usage) • Semantics (the study of meaning) • What it means to know a new word, such as: i. Meaning and definition ii. Pronunciation iii. Spelling iv. Context v. Collocation, and vi. Word class and parts of speech.
Morphological patterns and elements of English word classes.	A general understanding of: • Morphology: word structure and derivations; the way that words can be formed through compounding and affixation • Key terms like prefixes, suffixes, compound words, word class or parts of speech, word stem or root, word family.
Semantics and the study of meaning.	A general understanding of semantic relationships between words, such as: • Synonyms • Antonyms • Negative and positive connotations.
Organisation of lexical items.	A general understanding of: • Differences in lexis for receptive and productive purposes • Ways in which learners store and retrieve lexical items • Word combinations
Factors which affect choice of lexical items.	A general understanding of some of the factors that influence lexical choice, such as: • Context or communicative situation • Topic • Genre.
Role of context in determining and explaining meaning.	An awareness of: • Register and levels of formality and informality • Where linguistic, physical or social context is essential to understand meaning: e.g. gear – equipment, gear in a car • General terms with special technical meanings.
Role of lexis in discourse.	A general understanding of the use of discourse markers in both spoken and written English.

2.3 Phonology

This level requires some knowledge of the different features of phonology, and the ability to apply this in assisting learners to improve their spoken English.

Demonstrate knowledge and understanding of:	Indicative content
The phonology of English	A general understanding of: • Phonology: the function and patterning of sounds in a language • Key terminology: consonant and vowel sounds • How sounds and intonation can differ between native speaker accents.
Role of stress, rhythm and intonation.	A general understanding of: • Importance of stress and intonation, for comprehensibility and for conveying meaning and attitude An understanding of key terms like main stress, unstressed syllable, weak vowel. A general understanding of the main factors, such as: • Word stress and sentence stress • Basic intonation patterns of statements and questions • How rhythm is created by a combination of stress intonation and pace of delivery.
Key phonological differences between primary language and target language capable of affecting speaking and listening.	An understanding of the main issues, such as: • The fact that distinctive sounds of English may not occur in the learner's primary language • Inability to hear distinctive differences between sounds and its effect on speaking and comprehension • Difference in stress patterns and use of tone system.
Use of appropriate reference material.	Use of dictionaries for information on pronunciation. Understanding that the phonemic chart can be used as a reference tool.

3. Factors influencing the use of English (Core)

To understand fully the use of both written and spoken language, and apply skills effectively at this level, the ESOL teacher must understand the role and use of language in different contexts.

3.1 Personal factors affecting language learning

Demonstrate knowledge and understanding of:	Indicative content
The different factors affecting the acquisition and development of language skills.	Some awareness of how language acquisition and development can be affected by factors such as: • Age • Motivation • Commitment • Previous educational experience and attainment • Personal circumstances (economic, social, psychological) • Identification with culture of target language • Learning style.
Specific learning difficulties that can restrict language and literacy development	Some awareness of physical and sensory impairment affecting learning, as well as specific learning difficulties such as dyslexia. Some understanding of strategies that learners can use to overcome learning difficulties. Some knowledge of how to access information and guidance for such learners. The ESOL teacher also needs to demonstrate some ability to recognise the signs of disability/difficulty, and some knowledge of resources and strategies to overcome these.
The range of learners' cultural, linguistic and educational backgrounds	Learners will include people who: • are not literate in any language • are literate but in a different script • are literate in a Roman script • are multi-lingual.
Personal use(s) of language and literacy.	An awareness of: • Role of literacy in different societies • Differences between ESOL and speakers of English as a foreign language with low levels of literacy • Literacy for religious purposes • Highly developed oral skills in predominantly non-literate societies.
Role of memory in language learning.	Ways in which lexis and grammatical patterns are stored and retrieved.
Multi-lingualism and the role of the first language in the acquisition of additional languages.	Ability to make rudimentary comparisons between languages in terms of grammar, lexis, phonology, text organisation and script. Effect of bilingualism on language development.

3.2 Social, cultural and historical factors affecting language learning

Demonstrate knowledge and understanding of:	Indicative content
Language as a social, cultural and historical phenomenon.	Some knowledge of the historical background to the role of English as an international language. Awareness that languages change over time. A general awareness of issues related to language and bilingual learners, such as the value of maintenance of the learner's primary language and of bi- and multi-lingualism, the importance of community languages in society.
Varieties of English.	A general awareness of the major issues related to varieties of English, such as: • Differences between standard English and other varieties and dialects, and attitudes towards them • How factors such as region, socio-economic status and ethnicity affect speech and writing • Some understanding of how language variety is used to develop and maintain personal, social and group identity • The need for learners to be able to make choices about models for their own language production.
The importance of context in language use.	A general awareness of issues related to context, such as: • How different contexts and expectations can affect the choice of language used by speakers/writers, as well as purpose and audience • How conventions of language use in different contexts are shared by native speakers, but may need to be made explicit to speakers of other languages.
The importance of English in enabling users to participate in and gain access to society and the modern economy.	The crucial role of English in allowing opportunities for education, employment and full participation in society. The relationship between functional literacy and equal opportunities to access rights and benefits. The social and financial impact of limited language attainment on individuals and families.

4. Language and literacy learning and development

A general understanding and a degree of sensitivity are expected at this level, rather than detailed knowledge of each aspect.

Demonstrate knowledge and understanding of:	Indicative content
Some basic theories of second language acquisition and the way these influence methodology.	A general understanding of: • The role of instruction in language development • The role of the primary language in the acquisition of additional languages • Language learning and communication strategies.
Main theories and models of language learning and teaching.	Some awareness of language learning methodologies: • Direct method, audio-lingual, immersion approach • Task-based learning, activity based learning • Communicative and functional approaches • Use of authentic and meaningful texts and activities; use of real objects.
Beginner literacy acquisition.	An awareness of: • How learning to read and write in English is affected by whether learners are literate in their first or another language • Factors relating to learners who are literate in one or more languages, and the possible effects of both positive and negative transfer of literacy skills • The status of literacy in different cultures, and how this can affect the stages and the pace of literacy acquisition.
Approaches for developing linguistic skills and knowledge.	A general awareness and understanding of: • Comparative and bilingual methods • Pair work, drills, chaining, matching exercises, gapfill, cloze exercises, role play, simulations, dictation, directed activities related to texts (DARTS), interactive activities, • Structured listening exercises, dictation, gapfill, structured note-taking, use of tape and video recorders, information exchange • Task-based activities, structured dialogues, information gap, games, structured discussions • Genres and modelling texts, writing frames, scaffolding, proof-reading, peer-editing, process writing.

5. English language skills (Core)

Understanding the relationship and interdependence of the four skills of reading, writing, speaking and listening is crucial for people concerned with language development. These four linguistic skills are often classified as receptive skills (reading and listening) and productive skills (speaking and writing).

5.1 Receptive skills

The receptive skills section is split into reading skills and listening skills.

5.1.1 Reading

Demonstrate knowledge and understanding of:	Indicative content
The importance of the sound/symbol relationship for the early stages of reading.	A general understanding of sound /symbol relationships, such as: • How letters of alphabet combine to represent certain individual sounds • The fact that there are more sounds than letters of the alphabet and that individual sounds can be represented by different letters and letter combinations • Regularities and irregularities of correspondence between spelling and pronunciation.
The reading process.	Awareness of main issues, such as: • Importance of prior knowledge and understanding of topic • Different ways of interacting with texts.
Variety of approaches to text depending on purpose of reading.	Awareness of a range of reading strategies and sub-skills, such as whole word recognition, phonics, and the use of context, predicting, skimming and scanning.
Importance of inference and background knowledge for interpretation and full understanding of texts.	A general understanding of inference based on issues such as connotations of words, point of view, cultural knowledge, shared experience.

Range of discourse features, which convey meaning and indicate purpose and intended audience of text.	Understanding of key terms: discourse features or markers, register, genres.
	
	A general understanding of:
	
	• Conventions and formats of the most common types of written texts
	• How information and ideas are presented depending on point of view, context, purpose and audience:
	
	  i. Paragraphing and sequencing
	  ii. Common paragraph structure, such as the use of topic sentence.

Role of layout and typographical features in texts.	Understanding of : • How features such as headings, headlines, variation of type faces signal purpose, meaning and emphasis • How graphical devices such as charts, graphs and illustrations convey information • Use of alphabetical order and grids to locate information on maps, etc.
Role of punctuation.	Understanding of contribution of punctuation to meaning.
Barriers to accessing texts.	A general understanding of main issues affecting readability, such as: • Length and complexity of sentence structure • Use of idiomatic expressions and low frequency vocabulary • Handwriting.

5.1.2 Listening

Demonstrate knowledge and understanding of:	Indicative content
The processing of oral information.	Importance of prior knowledge and understanding of topic: ability to anticipate what is being said and to match information and structure with own knowledge.
Different approaches to texts depending on purpose of listening activity.	Awareness of a range of listening strategies and sub-skills, such as listening for gist or for detail, predicting meaning from context clues, ignoring irrelevant information.
Importance of inference and background knowledge for interpretation and full understanding of utterances.	A general understanding of the main factors affecting inference, such as: • Topical, local information • Cultural knowledge • Shared experience.
Range of features conveying meaning and indicating purpose of oral communication and response required.	A general understanding of the main features, such as: • Discourse features or signposts such as topic markers, topic shifters and summarisers • Register – formal and informal • Common language functions.
Importance of phonological features.	A general understanding of: • Stress and intonation • Paralinguistic features such as gesture, facial expression, body movements.
Barriers to comprehension.	A general understanding of the main factors affecting comprehension, such as: • Transfer of phonological patterns from primary to target language • Differences in usage of key grammatical and discourse markers in different languages • Regional and local accents.

5.2 Productive skills

The productive skills section is split into speaking skills and writing skills.

5.2.1 Speaking

Demonstrate knowledge and understanding of:	Indicative content
Spoken language acquisition and speech processing and production in an ESOL context.	A general understanding of the main factors relating to the acquisition of spoken English, such as: • Levels of spoken English; concepts of fluency, accuracy and communicative competence; Basic Interpersonal Communication Skills (BICS);
Key features of spoken English and some of the ways spoken English differs from written English.	A general understanding of the main features of spoken English, such as: • Informality, incomplete sentences and vague language, less accuracy, stress and intonation to convey meaning, use of dialect and language variety, use of idioms, colloquialisms and slang.
Context and levels of formality in spoken discourse.	A general understanding of the main issues, such as: • Appropriateness and acceptability of different language styles in certain contexts depending on roles and relationships while communicating • Use of standard spoken language • Features of spoken discourse: turn-taking, topic shifters, summarisers • Use of slang, idiomatic expressions in informal language • Use of intonation to express attitude, emotion and meaning.
Common language functions and the appropriate forms to express them.	A general understanding of the importance of situation, context or setting, relationship of speaker and listener, and topic in determining choice of function and form.
Paralinguistic features.	A general understanding of the role of: • Facial expression, body language, gesture • Awareness that such features may have different meanings in different societies and groups within societies.
Key differences between standard spoken English and varieties or dialects of English.	A general understanding of differences, such as: • Accents • Forms of verb to be • Subject-verb agreements. • Use of tenses and time markers • Lexical variation.

5.2.2 Writing

Demonstrate knowledge and understanding of:	Indicative content
The early stages of writing.	A general understanding of the stages, such as: • Left to right orientation, letter formation: upper and lower case, word formation and flow, spacing, direction.
The process of producing written text.	A general understanding of: • Process from purpose or idea generation through to final editing • Understanding of genre analysis and discourse analysis.
Some of the significant features of written texts.	A general understanding of significant features, such as: • Choice of appropriate conventions and formats for different genres • Choice of grammar and lexis appropriate for the purpose, content and audience • The need for different levels of accuracy for different purposes • Typographical features such as headings and bullet points • Some major organisational features of text • Paragraph structure, and topic sentences.
The stages involved in producing formal written texts.	A general understanding of the stages, such as: • Choice of formats • Planning, drafting/redrafting and developing ideas • Proof reading and checking for accuracy • Final editing.
English spelling.	A general understanding of significant features, such as: • Common spelling patterns • Silent letters • The role of bilingual dictionaries as an aid to English spelling.
Contribution of punctuation to meaning in written texts.	An understanding of the functions and conventions of main punctuation marks.
Development of writing skills for speakers of other languages.	A general understanding of the differences in script, in punctuation, in textual conventions and organisation, in accepted style and tone.

6. English language use (Core)

6.1 Speaking and listening

A key requirement at this level is the ability to communicate effectively with a range of people in different circumstances and to employ a variety of techniques to enhance oral skills. Understanding, analysing and acting on or responding to information communicated, explicitly or implicitly, by others are all important.

A language user at this level will be able to:	Indicative content
Listen attentively and respond appropriately in different situations.	Ability to: • Recognise others' feelings and opinions and respond sensitively • Be aware of conventions associated with different communication situations, such as meetings, discussions and presentations.
In conversation, contribute own points and enable others to contribute.	Use linguistic and paralinguistic cues to signal the end of an utterance. Recognise such cues from others. Allow and encourage others to take turns and make contributions.

Express themselves clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message.	Use communication techniques to help convey meaning and to enhance the delivery and accessibility of the message:
	
	• Level of language appropriate to the listener, to the intended purpose and communication situation
	• Choice of style and register appropriate to situation
	• Structured delivery to help listeners understand main points
	• Voice projection adapted to setting
	• Speed of delivery adjusted to level of listeners
	• Use of stress, intonation, pitch and rhythm to convey and reinforce meaning
	• Use of appropriate rhetorical techniques to emphasise points and increase impact of delivery such as:
	
	  i. Similes and metaphors
	  ii. Personification
	  iii. Rhetorical questions and repetition

Select amount of information appropriate to the purpose, setting and audience.	Be aware of differences between spoken and written English, and degrees of formality. Use an accepted variety of English in professional settings. Evaluate information needs of different audiences.
Check and support the understanding of those listening.	Use of checking questions and ways of rephrasing to aid understanding.

Use non-verbal communication to help convey meaning and recognise the meanings conveyed by others.	Awareness of the use of facial expression, eye contact, posture and gesture. Awareness that the conventions of non-verbal communication can vary across cultures, such as head shaking to signal 'yes' in Sri Lanka.

6.2 Reading

The ability to read and interpret a range of texts (including fiction and non-fiction) is a key requirement at this level. Understanding the author's intentions and the decisions taken in presenting text in particular ways are also important. Recognition of the techniques used to convey or enhance meaning or message in composed text is also an important aspect of reading ability at this level.

A language user at this level should be able to:	Indicative content
Find, and select from, a range of reference material and sources of information, including the internet.	Knowledge of contents pages, indexes, search engines and works of reference to identify relevant information.
Extract meaning from a variety of text types and record key information.	Separation of key ideas from details and examples. Identification of fact, opinion and possible bias. Use of techniques for effective note-taking. Ability to summarise, paraphrase and re-present material to suit specific purposes or different audiences. A range of strategies to understand specialist, technical or unfamiliar vocabulary.
Use and reflect on reading strategies appropriate for the purpose.	Skimming, scanning, intensive and extensive reading strategies to extract meaning from texts. Discourse features or signposts conveying the structure of paragraphs and longer texts. Contextual cues to support understanding, such as pictures and layout.
Identify purpose and intended audience of different texts.	Recognition of: • Different text types and their organisation • How language, style and tone have been employed for particular purposes and effects.

| How to record the key information or messages contained within reading material using appropriate note-taking techniques. | Different styles of note taking and the suitability of each for different purposes. |

6.3 Writing

The goal at this level is to produce good quality written work, demonstrating an awareness of grammar, writing techniques and the appropriate conventions, in cases of both composition and transcription.

A language user at this level should be able to:	Indicative content
Select format and style appropriate for different purposes and different readers.	Choice of vocabulary, sentence structure and tone appropriate to the purpose and reader. Conventions of a range of text types. Appropriate style for the subject, text type and audience. Degree of accuracy and adherence to conventions necessary.
Clearly present information, ideas and opinions.	Ability to: • Develop ideas appropriately and cogently • Follow conventions of layout and presentation • Sequence material logically • Use discourse markers to make clear links between ideas • Use a simple range of graphical devices in informal, formal and academic writing.
Employ appropriate writing techniques to enhance effectiveness of message in written text.	Rhetorical devices such as analogy, simile, metaphor, personification and rhetorical questions. Avoidance of clichés and unnecessary repetition.
Write fluently, accurately and legibly on a range of topics.	Application of stages of writing process: generating ideas, making notes, drafting, developing, and redrafting. Editing content to help make meaning clear, judging appropriate length and amount of detail. Proof reading for accuracy of grammar, spelling and punctuation, using grammar reference books and dictionaries where appropriate. Checking handwriting is legible.

Subject specifications for teachers of ESOL, level 4

1. Aims

These specifications seek to make explicit the knowledge and understanding required by competent teachers of English to speakers of other languages (ESOL).

The subject specifications are presented in five sections. The first three sections address knowledge and understanding of the theoretical frameworks underpinning the field of ESOL and the factors affecting acquisition of language. They also introduce the technical terms needed for teachers to engage confidently in professional discussions about language use and development. These sections are:

• Theoretical frameworks
• Factors influencing the use of English
• Language and literacy learning and development.

The final two sections are:

• English language skills
• English language use.

The English language skills section details the knowledge and understanding associated with the receptive skills of listening and reading as well as the productive skills of speaking and writing. The section on English language use describes the general levels of competence expected of an English language speaker at this level. This final section is sub-divided into:

• Speaking and listening
• Reading
• Writing.

2. Theoretical frameworks

This section includes the study of the following types of framework:

1. Grammar
2. Lexis
3. Phonology.

Requirements include an understanding of the technical terms associated with the theoretical frameworks and the systematic study of language. The use of appropriate reference material is also an important requirement in each of the three framework areas.

2.1 Grammar (Core)

Demonstrate knowledge and understanding of:	Indicative content
Main theories of syntax and their implications for language and second language learning.	An awareness and some understanding of: • Syntax – the study and analysis of sentence structure • Structural linguistics and use of drills and pattern practice • Influential theories of second language acquisition and related concepts.
Syntactic and grammatical frameworks.	An understanding of: • Full range of language functions and the language forms that typically express them • Concept of marked and unmarked forms • Factors that influence choice of a particular form • The meaning of a grammatical form and the reasons for choosing a particular form to express a particular meaning • Analysis of complex language functions into components • Key role of word order in English to indicate sentence function.
Rules and conventions relating to words, sentences, paragraphs and texts.	Sentence structure and sentence type, including constituents and word order of simple, compound and complex sentences, and appropriate terminology to describe word class. Clause and phrase structure, including full range of co-ordinate and subordinate clauses and conjunctions and complex noun phrase, complex verb phrase and range of adverbial elements.

Formation and usage of grammatical features relating to the noun phrase and the verb phrase.	An understanding of classification of nouns: countable and uncountable, abstract, mass or material, collective, common, proper. Full range and use of: • Relative, possessive, demonstrative adjectives and pronouns • Adjectives, including pre- and post-modification • Adverbs • Determiners: definite, indefinite articles An understanding of: • All tenses, transitive and intransitive verbs • Meaning and use of verbal aspect: simple, continuous, perfect in all types of verbs • Auxiliary and modal verbs • Finite and non-finite forms; present and past participles • Questions and negatives • Active and passive voice • Choice of verb or adverbials to convey, for example, conditions or hypothetical meaning.
Grammatical features relating to the adverbial element.	An understanding of: • Adverbs: position and order, normal and emphatic • Adverbials: clauses, adverbs and prepositional phrases.
Theories of discourse and features of textual organisation.	An awareness and understanding of grammatical cohesion, involving features such as: • Anaphoric, cataphoric and exophoric referencing • Logical and listing devices • Use of articles and deictics • Sentence connectives.

2.2 Lexis

Demonstrate knowledge and understanding of:	Indicative content
Main theories relating to the study of semantics and lexis and their implications for second language learning.	An awareness and understanding of: • Theories relating to signs and symbols • Storage and retrieval of lexis • Use of schemata • Links between language and thought • Significance of corpora of spoken and written language. What it means to 'know' a word in terms of: • Meaning and definition • Pronunciation • Spelling • Collocation • Relationships with other words • Grammatical constraints • Stylistic constraints.
Morphological patterns and morphemes indicating English word classes.	An awareness and some understanding of: • Morphology: morphemes, word structure and derivations • Word formation and word generation (compounding, affixation, derivatives, word families, cognates, neologisms).

Semantics and the study of meaning.	• Semantic relationships between words:
	
	  i. synonyms
	  ii. antonyms
	  iii. homonyms
	  iv. hyponyms and superordinates
	
	• Importance of word combinations (collocations, set phrases, clichés, lexical chunks or phrases)
	• Literal meaning and transferred, figurative or technical usage.

Organisation of lexical items.	An understanding of: • Lexis for receptive and productive purposes • Storage and retrieval of lexical items • Analysis of topic and related semantic field and hierarchy of terms.

Pragmatics and the importance of context, content and purpose for choice of lexical items.	An awareness and some understanding of:
	
	• Pragmatics (how people typically convey meaning in context)
	• Factors that influence lexical choice such as:
	
	  i. Context or communicative situation: linguistic, physical, social, cultural
	  ii. Topic: level of generality, technicality and/or detail
	  iii. Genre

	iv. Channel v. Relationship of participants vi. Gender vii. Style • Register (levels of formality) • Jargon, slang • Connotation: positive, negative.
Role of lexis in discourse.	An understanding of: • Lexical cohesion, repetition, use of synonyms, derivatives, words from the same lexical field • Discourse markers in both spoken and written English Awareness of: • Lack of one-to-one correspondence between lexical items • Absence of equivalents for many idiomatic expressions • 'False friends' or superficial similarity between lexical items, e.g. heures d'affluence = rush hour not hours of affluence.
Translation issues when moving between languages	An awareness and understanding of: • Influence of primary language phonology on pronunciation, stress and intonation • Effect of inability to hear distinctive differences between sounds and its effect on speaking and comprehension.

2.3 Phonology

Demonstrate knowledge and understanding of:	Indicative content
Phonetics, phonology and sound system of English.	An awareness and some understanding of: • Phonology (the function and patterning of sounds in a language) • Phonetics (vocal sounds and their classification) • The formation and description of English phonemes: consonants and consonant clusters, long and short vowels and diphthongs, in terms of distinctive features: position, length, voicing, manner of articulation (plosive, fricative, etc) • How English phonemes may differ from phonemic contrasts in other languages • How sounds can differ between accents • Syllabification patterns in English in contrast to other languages.
Role of stress, rhythm and intonation.	An awareness and understanding of: • The importance of syllable stress in word recognition:

	i. Stress patterns of words in words of more than one syllable; key terms: main stress, secondary stress, unstressed syllable ii. Weakening of vowels in some unstressed syllables to the schwa vowel iii. Shift of stress within word families and occasionally to distinguish between noun, adjective or verb. • How position of stress may change meaning of both words and sentences • Ways in which word stress can be indicated • The relationship between stress and rhythm • Key terms: Stress-timing, weak forms • A range of intonation patterns, such as: i. To differentiate between questions and statements ii. To differentiate between functions, for instance between invitation and order.
The role of intonation in discourse.	An awareness and understanding of the way in which intonation can be used to: • Highlight given or new information • Draw attention to the most important parts of an utterance • Show contrast • Show attitude, hesitation, enthusiasm, emphasis • Indicate that a speaker has finished • Invite a response.
Features of connected speech.	An understanding of the use of phrasing to indicate groupings of words and phrases and the effect of neighbouring sounds on pronunciation, including linking of words, assimilation and elision.

3. Factors influencing the use of English (Core)

To understand fully the use of both written and spoken language, and apply skills effectively at this level, the ESOL teacher must understand of the role and use of language in different contexts.

3.1 Personal factors affecting language learning

Demonstrate knowledge and understanding of:	Indicative content
Personal factors affecting acquisition and development of language.	Awareness and understanding of how language acquisition and development can be affected by factors such as: • Age • Motivation and expectations • Attitude to host society and host society's attitude to language learning

	• Commitment • Educational background • Previous language learning experience • Learning style • Personal circumstances (economic, social, psychological, gender constraints and expectations) • Religious, cultural and political attitudes, values and sensitivities • Learners' personal, professional and vocational needs and aspirations.
Personal use(s) of language and literacy.	Awareness and understanding of: • Role of literacy in different societies • Differences between speakers of English as an additional language and as a first language with low levels of literacy • Literacy for religious purposes • Highly developed oral skills in predominantly non-literate societies.
Wide range of learners' cultural, linguistic and educational backgrounds.	Range of learners will include people who: • Are not literate in any language • Are literate but in a different script • Are literate in a Roman script • Are multi-lingual • Use a non-standard variety • Are literate in a variety not the same as their spoken language.
Specific learning disabilities and learning difficulties that restrict language acquisition and development. This must also include the following problems some learners face when learning or developing literacy skills: • Processing difficulties • Attention deficits • Visual-spatial deficits • Auditory-processing difficulties • Memory and sequence difficulties • Motor disabilities • Unusually high anxiety	Awareness and understanding of the range of physical and sensory impairments as well as specific learning difficulties like dyslexia. Recognition of learning barriers to language learning and development. How learners develop strategies to overcome learning difficulties.

The role of memory and cognitive processing in language learning.	• Some understanding of the relationship of thought and language • A range of ways in which learners can store and retrieve lexis and grammatical patterns • Some understanding of the effect of bilingualism on language development.
Multi-lingualism and the role of the first language in the acquisition of additional languages.	Ability to make rudimentary comparisons between languages in terms of: • grammar • lexis • phonology • text organisation • script.

3.2 Social, cultural and historical factors affecting language learning

Demonstrate knowledge and understanding of:	Indicative content
Language as a social, cultural and historical phenomenon.	The historical background to the role of English as an international language. Language change and factors that contribute to it, such as globalisation, media usage. The importance of primary language maintenance for social and cultural identity. The value of bi- and multi-lingualism and the importance of community languages in society. Differing levels of bilingualism.
Varieties of English.	The development of different world varieties of English and their position in relation to British English. Links between race, class and accent. Attitudes to different varieties of English and their status in relation to standard English. The need for learners to be able to make choices about models for their own language production. How language is used to maintain power and authority and to develop and maintain personal, social and group identity. Code-switching (changing from one style or variety in one context to a style or variety needed in another context).

The importance of context in language use.	How the context or situation in which language is used affects the choices made by the speaker/writer and the expectations of the reader/listener.
	How the speaker/writer uses different lexis and grammar (and the speaker different phonological features) for different audiences and different levels of formality.
	How choices about language are affected by the speaker's/writer's purpose, such as the use of passive to distance speaker/writer from what is being explained/ described.
	How conventions of language use in different contexts are shared by native speakers, but may need to be made explicit to learners.
	The relationship between accuracy and fluency and their shifting importance in different contexts.
The role of English in enabling users to participate in, and gain access to, society and the modern economy.	The crucial role of English in allowing opportunities for education, employment and full participation in society.
	The relationship between functional literacy and equal opportunities to access rights and benefits.
	The role of translation and interpreters in enabling learners to enjoy their rights and to carry out their responsibilities in society.
	Implications of poor literacy and English language skills for the individual, community and nation.
	The link between access to English language learning and recognised accreditation, and increases in life chances for learners.
	Recognition of the high levels of vocational, academic or professional skills that may co-exist in individuals with poor English language skills, and the importance of recognising and using these skills in identifying aspirations and progression routes.

4. Language and literacy learning and development (Core)

This level requires understanding and appreciation of issues concerning language and literacy acquisition. Teachers will need to have an understanding of the main influential theories and how these relate to literacy and ESOL teaching.

Demonstrate knowledge and understanding of:	Indicative content
Key theories of language acquisition and development, and the methodologies, approaches and techniques derived from these theories.	The relationship between key theories of second language acquisition and development and practice in language teaching. Key theories relating to: • Acquisition versus learning of languages • Inter language, hypothesis formation, fossilisation of error, error analysis and attitude to error • The role of instruction in language development • Bilingualism and the role of the primary language in the acquisition of additional languages • A range of language learning and communication strategies that learners might use • Transference of language skills and knowledge into new contexts • Role of context, settings, participants in shaping processes and outcomes of learning • The 'good language learner' • Order of acquisition of grammatical items.
Key theories and models of language learning and teaching.	An understanding of the rationale behind past and current language teaching methodologies such as: • Grammar-translation method • Structuralist approach, behaviourist models • Direct method, immersion approach • Task-based learning, activity based learning • Communicative and functional approaches • Use of authentic and meaningful texts and activities • Use of action research and reflection.
Main theories of literacy acquisition and the methodologies, approaches and techniques derived from these theories.	An understanding of approaches to help learners who: • Are not literate in the first or another language, and the problems associated with acquiring first-time literacy in a language in which they may not be fluent • Are literate in one or more languages, and the possible effects of both positive and negative transfer of literacy skills.

	An awareness of: • The status of literacy in different cultures • How culturally-inspired attitudes to literacy can affect learning • Ways in which the above factors can affect the stages and the pace of literacy acquisition.
Key strategies and approaches for developing linguistic skills and knowledge.	The rationale for a wide variety of classroom strategies to help learners develop their linguistic skills and knowledge. Detailed knowledge of strategies to develop aural skills, such as: • Drills, chaining, pair work, information gap • Role play, simulations, games • Task-based activities, • Structured listening exercises, structured dialogues and discussions • Use of tape and video recorders. Detailed knowledge of strategies to develop reading and writing skills, such as: • Genre analysis and model texts • Writing frames and modelling • Proof-reading and peer-editing • Structured note-taking • Gap fill, matching exercises and sequencing • Cloze exercises • Process writing • Directed activities related to texts (DARTS).

5. English language skills (Core)

Understanding the relationship and interdependence of the four skills of reading, writing, speaking and listening is crucial for people concerned with language development. These four linguistic skills are often classified as receptive skills (listening and reading) and productive skills (speaking and writing).

5.1 Receptive skills

The receptive skills section is split into reading skills and listening skills.

5.1.1 Reading

Demonstrate knowledge and understanding of:	Indicative content
Theories of reading and text processing.	Importance of prior knowledge and understanding of topic, context and domain specific language.
Variations in approach to texts depending on reading purpose.	Approaches such as: • Recognising genres and predicting content • Identifying topic sentences • Whole word approach, phonics • Reading for gist to understand the essential points and key words • Recognising that it is not necessary to understand every word to extract the necessary information • Reading for detail, to get specific information in a text • Guessing the meanings of unknown words from context clues.
Inference and background knowledge, and shared experience in interpretation and full understanding of texts.	Topical and cultural reference and values within the local and major community, and the need to 'unpack' allusions. What is significant and what may be glossed over.
Range of features to help decode meaning of words, sentences and whole texts.	Features such as: • Grammatical patterns, lexical items and language functions • English spelling patterns • Etymology and morphology.

Role of layout and typographical features.	An understanding of: • Conventions and formats of different types of written genres and texts • Graphical devices that supplement or convey information in texts.
Sound/symbol relationships and reading.	Ways of representing pronunciation in writing: • How letters of the alphabet are used in different combinations to make graphic representations of the sounds of English (e.g. digraphs: ch, th, sh) • How English phonemes can be represented by different graphemes, including common ways to spell each of the diphthongs, (e.g. Play, weigh, place, rain) • Common spellings of long and short vowels • How silent [r] is replaced by schwa in certain positions to form diphthongs or triphthongs, eg near, fire • Recognition and use of phonemic symbols where appropriate and the way pronunciation is represented in dictionaries • How language change has made spelling differ from pronunciation.
Role of punctuation.	Meaning of the full range of punctuation devices.
Barriers to accessing texts.	An awareness and understanding of the possible barriers created by: • Unfamiliarity with culture, genre, text type, topic • Density of text • Length and complexity of sentence structure • Use of idiomatic expressions, abstract terms and low frequency vocabulary • Variations in handwriting.

5.1.2 Listening

Demonstrate knowledge and understanding of:	Indicative content
The processing of oral information.	Importance of prior knowledge and understanding of topic, context and domain specific language.
Variety of approaches depending on purpose of listening activity.	Approaches such as: • Listening for gist (the essential points and key words) • Recognising that it is not necessary to understand every word to extract the necessary information • Listening for detail to get specific information • Guessing the meanings of unknown words from context clues.
Importance of inference, background knowledge and shared experience for interpretation and full understanding of utterances.	An awareness and understanding of: • Topical and cultural reference and values within the local and major community, and the need to 'unpack' allusions • What is significant and what is inessential detail.
Range of features indicating purpose of utterances and conveying meaning.	Features such as: • Stress and intonation patterns • Grammatical and semantic features • Language functions • Discourse markers • Paralinguistic features such as gesture, facial expression, body movements.
The importance of phonology in listening comprehension.	An understanding of: • The use of stress and intonation to signal the most important parts of an utterance • The role of pauses in utterances • The importance for meaning of identifying key syntactic and morphological features such as 'a', 'on', '-ed'.
Barriers to comprehension.	An awareness and understanding of : • Transfer of phonological patterns from the primary language • Differences in usage of key grammatical and discourse markers in different languages • Regional and local accents • Differences between English and particular primary languages • Unstressed structural items, such as articles, which are difficult to hear in connected speech for speakers of other languages • The role of redundancy in speech.

5.2 Productive skills

The productive skills section is split into speaking skills and writing skills.

5.2.1 Speaking

Demonstrate knowledge and understanding of:	Indicative content
Spoken language acquisition and speech processing in an ESOL context.	An understanding of: • Different levels of spoken English (Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Processing (CALP) • Concepts of fluency, accuracy and communicative competence.
Key features of spoken English and ways in which spoken English differs from written English.	Features of spoken English, including: • Tendency of spoken English to be less formal • Increased frequency of incomplete sentences and vague language • Greater redundancy • Importance of intonation for indicating meaning and attitude • Features of dialect and language variety more prominent in the spoken language • Use of simple co-ordinate structures and narrower range of lexical items • Use of verbs rather than nominalizations • Greater reliance on physical context.
Context and levels of formality in spoken discourse.	An understanding of: • A range of typical spoken language functions and form appropriate to purpose, context and register, including paralinguistic features • Appropriateness and acceptability of different language styles in certain contexts depending on roles and relationships when communicating • Use of standard spoken language • Features of spoken discourse: turn-taking, topic shifters, summarisers • Speech acts or performatives • Use of slang, idiomatic expressions, greater use of verbs, deictics and monosyllabic, high frequency lexical items • Use of intonation to express attitude, emotion and meaning.
A wide range of language functions and forms to express them.	An understanding of the factors that influence the choice of function and form, such as topic, situation, context, setting and relationship between speakers.

Paralinguistic features.	An awareness and understanding of: • Features such as facial expression, body language, gesture • The fact that such features may have different meanings in different cultures.
Some key differences in phonemic systems of languages spoken by learners.	An awareness and understanding of: • Use of different stress and tonal features to convey meaning • Use of different sounds and contrasting features to carry meaning • Stress-timed versus syllable-timed languages.

5.2.2 Writing

Demonstrate knowledge and understanding of:	Indicative content
Theories of writing, discourse and production of written text.	Some understanding of: • Discourse analysis, genre analysis, cognitive academic language processing (CALP) • Terms such as English for Academic Purposes (EAP) and English for Special Purposes (ESP) and domain-specific knowledge.
Stages in beginner literacy and the skills to be developed.	An understanding of: • Letter formation and spelling patterns • The spacing of words and sentences • Cursive writing.
The significant features of written texts.	A detailed understanding of significant features such as: • Choice of appropriate conventions and formats for different genres • Choice of grammar and lexis appropriate for the purpose, content and audience • The need for different levels of accuracy for different purposes • Typographical features such as headings and bullet points • Some major organisational features of text • Paragraph structure, and topic sentences.
The stages involved in producing formal written texts.	An awareness and understanding of: • Choice of format and style appropriate to writing purpose • The effect of features of written discourse on the reader • Planning, drafting/developing ideas, redrafting and proof reading • The importance of accuracy, especially in formal documents.

Spelling patterns and syllabification.	An understanding of features of English spelling such as: • Silent letters • Doubling of consonants to keep vowels short • Addition of suffixes • Common spellings for long vowels and diphthongs.
Contribution of punctuation to meaning in written texts.	Functions and conventions of punctuation and stylistic use of punctuation.
The development of writing skills for speakers of other languages.	Possible differences between conventions of English and other languages, such as: • Script • Punctuation • Textual conventions and organisation • Accepted style and tone • Discourse conventions, sequencing and rhetorical devices.

6. English language use (Core)

6.1 Speaking and listening

A language user at this level will be able to:	Indicative content
Listen critically and attentively, and respond appropriately.	This would involve: • Recognising speaker's intention • Being aware of interlocutor's reactions and adjusting speech accordingly • Recognising others' feelings and opinions and responding sensitively • Using appropriate questioning techniques and responses.
In conversation, contribute own points and enable others to contribute.	This would involve: • Using linguistic and paralinguistic cues to signal the end of an utterance • Recognising such cues from others • Allowing and encouraging others to take turns and make contributions. That is, a general understanding of how to facilitate conversation to ensure effective participation of those involved.
Speak clearly and articulately to individuals and to small and larger groups, using appropriate delivery techniques.	This would involve: • Adjusting volume, speed and pitch of voice to the setting, role at different stages and number of listeners • Projecting voice without strain • Using stress and intonation to indicate main points.

Select style and amount of information appropriate to the purpose, setting and audience.	This would involve:
	
	• Being aware of differences between spoken and written English, and degrees of formality
	• Using an accepted variety of English in professional settings
	• Evaluating information needs of different audiences
	• Using techniques to enhance effectiveness of message and further understanding such as:
	
	  i. Similes, metaphors and allusions
	  ii. Rhetorical questions
	  iii. Direct and indirect quotations, and
	  iv. Repetition and antithesis.

Convey complex information and arguments effectively.	Organise ideas logically and link them coherently following English academic conventions: • Using grammatical and phonological features to mark significant points • Structuring utterances and/or presentation with appropriate discourse markers.
Use non-verbal communication to enhance effectiveness of oral communication exchanges and respond to its use by others.	Eye contact, turn-taking, facial expression, gesture, and posture.
Use English effectively when communicating with speakers of other languages.	This would involve: • Adjusting own use of English, as appropriate to the level of understanding of the interlocutor • Using a range of strategies to make meaning clear, when communicating and when presenting new information • Providing appropriate models and examples of language use, to assist the language development of the learners • Assisting others to communicate and express themselves accurately, through the use of feedback, correction and reformulation • Using a range of strategies, including checking questions to confirm understanding.

6.2 Reading

Understanding and interpreting a range of complex texts (including fiction and non-fiction) is a key at this level. As well as some of the more technical aspects of text construction, the skills and techniques associated with interpreting creative writing are also important. The aim is to develop the ability to interpret a range of different types of texts produced for different purposes and audiences.

Reading material and subject matter must be sufficiently complex and suitably demanding. This will be key to establishing the standard expected at this level. Creative writing can be interpreted as both non-fiction (e.g. journalism) and fiction (e.g. literature).

A language user at this level will be able to:	Indicative content
Find and select from a range of sources of information.	This would involve: • Using knowledge of contents pages, abstracts, indexes and bibliographies to identify relevant information • Using information search engines to locate and retrieve information on the Internet.
Understand a range of texts produced for different purposes and audiences in different fields including fiction, non-fiction, technical and non-technical.	This would involve: • Recognising different text types and genres • Recognising the author's intention, such as to inform, persuade or explain • Using knowledge of grammar, lexis and discourse to understand texts • Being able to understand major features and content of texts not in their own field.
Read and evaluate complex texts within own field.	This would involve: • Bringing own knowledge and experience to bear on the text • Analysing the overall organisation and detailed construction of texts • Inferring meaning that is not explicit.
Read and use a range of texts and other source materials critically.	This would involve: • Evaluating a line of reasoning, identifying logical progression, false premises, flawed reasoning and false assumptions • Distinguishing fact, opinion and possible bias • Using different critical approaches when reading a text depending on whether the focus is on the writer, form, structure or content of text.

Select from a range of reading strategies according to the text and purpose.	This would involve: • Skimming for main idea • Scanning for specific information • Using intensive and extensive reading strategies • Using title, heading, topic sentences to get overview of text • Reading in detail.
Recognise and evaluate writing techniques and devices used.	This would involve: • Analysing different types of text, evaluating their quality and making judgements about them • Being able to recognise and analyse the effect of stylistic devices used in writing of others • Developing an awareness of how information and ideas are presented and can be interpreted in different ways, depending on point of view, context, purpose and audience • Understanding use of vocabulary, connotation of words, formal and informal register, levels of formality, politeness indicators, etc.
Apply a range of editorial skills sympathetically and skillfully to summarise, paraphrase and represent material to suit specific purposes and audiences.	Recognise common errors in writing such as: • Poor organisation and development • Repetition • Incorrect use of tenses, articles and idiomatic expressions • Lack of coherence and cohesion and reason for this.
Make effective use of a range of note-taking techniques when recording information.	Be aware of various ways of making notes, such as linear notes, 'spider-grams' and flowcharts. Make effective use of headings, subheadings, and abbreviations.

6.3 Writing

The aim is to appreciate and apply appropriate rules, conventions and techniques to produce text capable of conveying information clearly and effectively. This will involve an understanding of grammar and mechanics such as punctuation and spelling, as well as an understanding of style, writing techniques, conventions and devices used to help written work meet its purpose and have an appropriate impact on its intended audience.

A key indicator of standard at this level is the demand and nature of the writing challenges set and encountered.

A language user at this level will be able to:	Indicative content
Judge the information needs of different audiences and respond to these needs effectively.	This would involve: • Judge how much background information and detail is needed • Select and organise ideas • Produce written work that allows non-specialists to access specific information.

Select language, style and tone appropriate to purpose, setting and audience.	This would involve:
	
	• Being aware of differences between spoken and written English and different degrees of formality
	• Being aware of genre constraints
	• Being familiar with relevant text types (such as letter, essays, reports, articles) and following conventions in their own writing
	• Being able to produce writing such as:
	
	  i. Descriptive and narrative
	  ii. Argumentative and discursive
	  iii. Personal, reflective and evaluative
	  at a range of lengths and complexity for a variety of audiences.

Present information and arguments effectively.	This would involve: • Organising ideas logically • Linking points coherently using a wide range of grammatical and lexical cohesive devices.

Show a discerning use of language to enhance effectiveness of written work.	This would involve:
	
	• Making informed choices about:
	
	  i. Style, tone and presentation, and
	  ii. Vocabulary and expression.
	
	• Using techniques to enhance effectiveness of message and further understanding such as:
	
	  i. Similes, metaphors and allusions
	  ii. Alliteration and onomatopoeia
	  iii. Rhetorical questions and paradox
	  iv. Repetition and antithesis
	  v. Direct and indirect quotations

Edit own writing for content and accuracy and for appropriacy and style.	This would involve: • Producing finished work that can be read without strain • Spelling and punctuating correctly
Show structure, coherence, clarity and accuracy of written expression in response to written communication challenges.	Showing structure, coherence, clarity and fluency of expression, applying rules of grammar consistently

Glossary

These are brief definitions. For more comprehensive explanations, consult reference books such as **Key Concepts in Language and Linguistics**, *R.L. Trask, Routledge 1999;* **A Dictionary of Linguistics and Phonetics**, *D. Crystal, Blackwell 1991;* **Encyclopedic Dictionary of Applied Linguistics**, *K. Johnson and H. Johnson, Blackwell 1998;* **A Dictionary of Stylistics**, *K. Wales, Longman 1989. Words in* **bold** *inside a definition are defined elsewhere in the Glossary.*

accuracy	Using language in a way that native speakers consider standard. Some class activities concentrate on accuracy and some on **fluency**.
active and passive	Verbs can be in the active voice (Rob *stole* a car) or the passive voice (e.g. Our car *was stolen*). In the active voice the subject does the action. In the passive voice the subject receives the action.
activity based learning	In this approach learners work together in a structured way to solve problems that demonstrate the ideas to be learnt.
adjective	A word like *blue, silly, new* that describes a person or thing. Adjectives come before a noun or after linking verbs like *be* and *become*.
adverb	Adverbs modify (add meaning to) verbs, adjectives, other adverbs or sentences e.g. Stop *here*; *really* useless; *quite* coldly.
adverb phrase	An adverb and what modifies it: Jo sings *much better than me.*
affixation	One kind of derivation: adding something **(prefix, suffix)** to a word to change its meaning or word class: doubt *doubtful, doubtless, undoubtedly.*
analogy	A statement that two different things work in a similar way.
antonym	A word with the opposite meaning to another word: *stop/start.*
article	English has two forms of the indefinite article *(a, an)* and one definite article *(the)*. Articles are one kind of **determiner**.
audio-lingual method	A method based on learning the spoken language first and accurately, through oral drills; popular until the late 1960s.
auxiliary verb	A verb like *be, have, can* or *should*, which is used with a **main verb** to express aspect (finished/not finished or continuing/ not continuing), voice or modality. (See **active and passive, modal verb**.)
Basic Interpersonal Communications Skills (BICS)	Language skills used in everyday communication; vs. Cognitive Academic Language Processing (CALP).
bilingual method	In bilingual schools, pupils learn some of the normal school curriculum subjects in their first language and some in their second language.
chaining	A system used to help with pronunciation: the learner repeats after the teacher, starting with the last syllable(s) or word or phrase and adding one or more words or syllables at a time.
cloze exercises	Learners complete texts in which a word is blanked out every so many words.
coherent	A text that is logically well-constructed.
cohesive	A text with a structure that is clearly indicated by grammatical devices and by **discourse markers**.
collective noun	A noun designating a group, and which is used with a singular or a plural verb according to context: The *team* was/were furious.
collocation	Two or more words or groups of words that typically occur together.
common noun	A noun that applies to a whole class of objects, rather than a specific instance: (e.g. *woman, letter*). See **proper noun**.
communicative approach	A teaching approach where class activities are, or resemble, real communication.
communicative competence	Knowing how to use a language effectively.

communicative situation	A real situation where meaning is to be communicated; it usually includes the context, the topic and relationship of speakers(s) and listener(s).
community language	The language of an ethnic community, when it is not the dominant language of the region/country.
comparative method	A method based on the differences between languages.
complex sentence	A sentence containing at least two clauses; the subordinate clause modifies one of the constituents of the main clause.
compound sentence	A sentence containing at least two independent ('co-ordinate') clauses joined by a word such as *and*, *so*, *but*.
compound word	A word made by joining two or more words, e.g. *bedroom*.
compounding	Making compound words.
conjunction	A word that joins two words, phrases or clauses, e.g. *and, or.*
connotation	The associations connected with a word (e.g. pig: *dirt*).
consonant	1) A speech sound (phoneme) where air flow is restricted or briefly stopped (there are about 24 consonants in English).
	2) Sometimes also used to mean all the letters of the **Roman** alphabet except a, e, i, o, u.
context	The immediate language and/or physical environment of a word or phrase.
co-ordinate clause	One of the clauses in a **compound sentence**.
countable or count nouns	Nouns that occur in the singular with *a* or *an* and can form plurals
DARTS (Directed Activities Related to TextS)	Strategies and activities to involve readers actively with a text to foster independent reading.
definite article	In English, *the.*
determiner	Words at the beginning of noun phrases. They can be articles (e.g. *the, a*); possessives (e.g. *my, your* etc.); predeterminers (e.g. *all*); or quantifiers (e.g. *several, many, much*).
dialect	A regional or social **variety** of a language.
direct method	A late 19th-century teaching method; instead of learning about the language, learners were taught 'directly', beginning with the language sounds.
discourse analysis	The study of stretches of language longer than the sentence, to see how they are structured.
discourse marker	A word or expression that signals the structure and coherence of a text, e.g. *nevertheless, in other words.*
drill	An exercise in which it is difficult for learners to make a mistake; it can be choral or individual, mechanical or contextualised; it practises **accuracy**.
dyslexia	A disability causing trouble in seeing and decoding words properly.
ear-pinning exercises	Exercises in which learners listen specifically for certain items.
extensive reading	Reading widely.
fluency	The ease and speed of delivery.
format	The way a text is laid out on the page.
functional approach	An approach in which teaching is based on the functions language performs (e.g. *apologising*) rather than, for example, on grammar.
future tense	The future form of a verb, made with *will/shall* (not strictly a **tense** in English. NB use of present tense to refer to future time, e.g. *going to*
gapfill	An exercise in which students put appropriate words into gaps in a text.
genre	A variety of written text with standard conventions, e.g. novel, email.
genre analysis	Analysis of the distinctions between what distinguishes different genres.
idiom	An expression whose meaning cannot be guessed from its parts.
immersion approach	All school subjects are taught in the second language.

indefinite article	*A* and *an* are the forms of the indefinite **article** in English.
information exchange/gap	An activity where each learner has only part of the information necessary for the task and works with one or more other learners.
intensive reading	Reading accompanied by tasks that aim to produce detailed understanding of the text and its structure.
intonation	Rises and falls in the pitch of the voice during speech.
language function	One of the purposes of language. See **functional approach**.
main clause	See **complex sentence**.
main verb	The only verb in a clause, or the last verb in a verb phrase, e.g. She *hates* it; I was *looking* away; Can you *see* him?
matching exercise	Exercises in which learners match items from two or more lists or boxes; e.g. beginnings and ends of sentences, present and past forms of verbs.
metaphor	A description of a thing or person as if it were something else, e.g. *my tongue was flame / And my kisses burned* (Carol Ann Duffy).
modal verb Auxiliary	*can, could, may, might, will, would, shall, should, must, ought (to)*, expressing obligation, certainty, or freedom/willingness to act.
modelling text	In teaching writing, giving learners a model text to work from.
pair work	Exercise in which the whole class works in pairs simultaneously.
paralinguistic features/cues	Body, eye and facial movement, intake of breath etc., which have meaning in communication but are not language.
part of speech	The same as **word class**.
passive	See **active and passive**.
past tense	One of the two English **tenses**; e.g. *I saw / was seen / had seen*.
peer-editing	Learners working in groups to edit each other's written drafts.
personification	Talking or writing about a thing as if it were a person.
phonemic chart	A chart showing the **vowels** and **consonants** (phonemes) of a language, and how they relate to one another.
phonics	Teaching reading by focusing on letter–sound correspondances.
prefix	In **affixation**, a prefix is added at the beginning of a root word, e.g. *un*easy.
preposition	Words or groups of words (e.g. *to, in front of*) that go before noun phrases, to begin **prepositional phrases** expressing time, position etc.
prepositional phrase	See **preposition**. Examples: *in a storm, after 9.00*.
present tense	One of the two English **tenses** e.g. *I go / am going / have gone*.
process writing	Concentrating on how skilled writing is done rather than exclusively on the text that is produced.
productive	The productive skills are speaking and writing.
pronoun	A member of the **word class** that can substitute for a noun or noun phrase e.g. *you, him, ours, myself, anybody*. Some words can be either pronouns or determiners (e.g. Don't do *that;* Who is *that* man?). Note: the members of the series *my/your* etc are determiners rather than pronouns.
proper noun	The name of a specific instance of a noun, written with a capital letter, e.g. *Ibrahim, Scotland, Victoria Station*. See **common noun**.
receptive	The receptive skills are listening and reading.
register	The features of language choice that are determined by social situation. Formal, scientific and religious are examples of language registers.
rhythm	The pattern of stressed and unstressed syllables in speech.
Roman script	The set of letters used to write English, Spanish, French etc.
scanning	In reading, searching a text for (a) specific item(s) of information.
sentence stress	In pronunciation, making the most important word in an utterance louder and longer, often associated with a change in pitch.
simile	A comparison of one person/thing with another, using *like* or *as*.

simple sentence	A simple sentence has only one clause, e.g. *This is Jim.*
simulation	An extended roleplay that tries to imitate a real-world situation.
skimming	Reading a text quickly in order to get the gist.
statement	(also *affirmative sentence*) A simple expression of fact, rather than a question, instruction, interjection etc: e.g. *Today it will be sunny in the East Midlands.*
stress	See sentence **stress, word stress**.
structured dialogue	Exercise in which learners improvise dialogues based on a given frame.
structured discussion	A discussion where learners have specific tasks.
structured note-taking	Note-taking within a framework given by the teacher.
subordinate clause	See **complex sentence**.
suffix	In **affixation**, a suffix is added at the end of a root word: exactly.
summariser	A discourse marker that summarises, e.g. *in other words.*
synonym	A word with the same meaning as another word, e.g. *in/within.*
task-based learning/activities	Classroom activities (tasks) used as the basis of syllabus design, rather than, e.g. grammar.
tense	The form or element of a verb that varies to show time relations. English has two main tenses, present and past, and a number of ways of referring to future time; verbs can also carry aspect (e.g. *she drives / she's driving / she has driven*) or voice (**active and passive**).
tone system	In some ('tone') languages, differences in the pitch of the voice make differences in meaning, so that the same sequence of sounds produced on a higher or lower pitch are different words. In English tone (**intonation**) is not used like this, but is used to convey attitude and emphasis.
topic	What the **utterance**, text or conversation is 'about'.
topic markers	**Discourse markers** indicating **topic**, e.g. *the vital thing is.*
topic sentence	(Usually in writing,) the sentence that states the **topic** of a text.
topic shifters	Discourse markers introducing new topics, e.g. *by the way.*
turn-taking	The alternation of speaking and listening during a conversation and the way this varies between languages and social contents.
uncountable	(or *mass*) Nouns that do not form plurals or take the indefinite article *a.* They are used with words such as *some* or *much.* See **countable**.
utterance	A stretch of speech in a particular situation.
variety of English	The type of English determined by geography, profession, etc. It is useful to understand (and sometimes to use) various varieties.
vowel	1) A speech sound (phoneme) in which air flow is not restricted (there are about 21 vowels in English). 2) Sometimes also used to mean the letters a, e, i, o, u of the **Roman** alphabet.
verb phrase	**Main** and **auxiliary verbs** plus modifying **adverbs** or adverbials.
word class	The category to which a word belongs. The main word classes are: noun, pronoun, verb, adjective, adverb, determiner, preposition and conjunction. Some words belong to more than one class; e.g. *rock* can be noun or verb.
word family	Group of words linked by derivation or etymology, e.g. *doubt, doubtful, doubtless, undoubted, doubtfully, indubitable, dubious etc.*
word root/stem	The basic part of a word that has affixes, e.g. un*ambiguous*ly.
word stress	In words of two or more syllables, pronouncing the most important syllable(s) louder and longer, e.g. *inviTAtion.*
writing frame	An outline guiding the learner in producing written text.

Glossary

These are brief definitions. For more comprehensive explanations, consult reference books such as **Key Concepts in Language and Linguistics**, *R.L. Trask, Routledge 1999;* **A Dictionary of Linguistics and Phonetics**, *D. Crystal, Blackwell 1991;* **Encyclopedic Dictionary of Applied Linguistics**, *K. Johnson and H. Johnson, Blackwell 1998;* **A Dictionary of Stylistics**, *K. Wales, Longman 1989. Words in* **bold** *inside a definition are defined elsewhere in the Glossary.*

acquisition	Unconsciously absorbing a language without explicitly studying rules or formally practising; opposed to **learning**, where there is conscious attention to study and practice.
action research	Research carried out by teachers in classrooms with the aim of examining their own practice reflectively and critically, and effecting change.
adverbial clause	A clause that performs the function of an **adverb**, e.g. Let's go *while the going's good.*
alliteration	Using the same sound to begin two or more neighbouring words.
allusion	Indirect reference, e.g. to a person, an event or a state of affairs.
anaphoric referencing	Adding coherence to a text by referring to something already stated.
antithesis	The opposite of something already mentioned.
assimilation	The process by which a sound is modified by neighbouring sounds in spoken language, e.g. *grown men* is pronounced like *'grome' men.*
attention deficit	A learning disability that makes sustained concentration difficult.
behaviourist model	An early 20th-century model that saw learning as an accumulation of stimuli and responses.
cataphoric referencing	Adding coherence to a text by referring to something to be explained later, e.g. *It's scarcely any wonder that she didn't want to go.*
channel	Mode of communication: speaking/listening or writing/reading.
cognates	Words with similar forms in different languages, e.g. *adult/adulto.*
Cognitive Academic Language Processing (CALP)	Skills for academic literacy and cognitive development; vs. Basic Interpersonal Communications Skills (BICS).
complex noun phrase	A noun phrase that includes a clause, e.g. *the flight that we took.*
constituent	A unit of grammar that is part of a larger structure, e.g. the noun phrase *the doctor with the shortest* waiting list: premodifier (determiner) *the*; head (noun) *doctor*; postmodifier (prepositional phrase) *with the shortest waiting list*; the postmodifier can be further broken into constituents of its own.
continuous aspect	A verb form that indicates an event lasting over time, e.g. *I'm waiting* for a phone call, He *was still working* at 10.
corpora	(singular *corpus*) Collections of authentic spoken or written language, usually electronically stored, used for study of language phenomena.
code switching	The phenomenon of switching from one language to another in the same discourse.
cursive writing	What is familiarly called 'joined-up' writing.
deictic	A feature that 'points' to places, times or people relative to the speaker or writer, e.g. *this/that; here/there; then/now; come/go; bring/take.*
demonstrative determiner	*This, that, these* and *those* used as determiners, e.g. *this* car, *that* evening, *these* books, *those* people.
demonstrative pronoun	*This, that, these* and *those* used as pronouns, e.g. What's *that*?, Are *these* yours?
derivation, derivative	Building new words by **affixation**; a word so built.

diphthongs	Two vowels within a syllable that produce a single sound, e.g. c*oi*n, s*ide*
direct quotation	Quoting someone's exact words, e.g. He said, *'Stop that!'*.
discursive writing	Writing that treats a subject thoroughly, analysing all its aspects and including discussion of opposing views.
dyslexia	A specific difficulty in learning, in one or more of reading, spelling or written language, which may be accompanied by difficulty in number work, short term memory, sequencing, auditory and/or visual perception and motor skills.
emphatic adverb position	A **marked** position, e.g. *Usually,* she comes on time.
English for Specific Purposes (ESP)	Examples are English for doctors, for pilots, for engineers. There will be specialist vocabulary and more frequent use of some grammatical forms than in everyday general English.
error analysis	Analysing the errors that a learner makes to help the teacher to describe their **interlanguage** and to decide how to proceed in teaching them.
etymology	Word origins, e.g. *eliminate* is from the Latin for 'thrust out of doors' (*ex = 'out' + limen = threshold*).
exophoric referencing	Referring to someone/something outside the text, e.g. *Put that down this minute!*
finite verb	A verb that has tense and can show agreement, e.g. *I'm coming.*
fossilisation of error	The persistence of an error when a learner's interlanguage fails to continue developing towards the target language for a particular form.
'good language learner'	Applied linguists have examined what differentiates successful language learners from less successful ones: 'good language learners' are willing to risk making mistakes, decide when they want to be corrected, check that their listeners are following, create opportunities for using the language, etc. The implication is that teachers can help all learners to become 'good learners'; one might wish to examine this assumption.
grammar-translation method	A method dating from the 19th century that gives rules in the first language and practises their application through translation.
homonyms	Words that are said and written the same but have different meanings, e.g. *bow* = bending the body as a greeting *or* front part of a ship
hyponyms	Specific instances of general terms, e.g. *pork* is a hyponym of *meat.*
indirect quotations	Reporting what was said without using the exact words, e.g. *She asked me to bring some glasses.*
information gap	An activity where each student has only part of the information necessary for the task and works with one or more others.
interlanguage	A step on the way between first language and target language. Interlanguage has its own fairly consistent rules that gradually evolve.
interlocutor	The person one is talking to.
intransitive verb	A verb that does not take an object, e.g. *Come here.*
language change	The process by which all languages slowly evolve.
learning	See **acquisition**.
lexical 'chunks'	Sequences of words that are typically found together. Storage of words in memory includes storage of chunks.
lexical cohesion	The way the structure of a text is made clear by the use of related words and expressions, e.g. *garden flower scent petals.*
lexis	The vocabulary (words and **lexical chunks**) of a language.
long vowel	A term used to talk about the vowels in words like *far, scene, blue;* and sometimes also *food* and *saw.*

main stress	In a word or utterance with more than one stress, the most prominent one; e.g. *INforMAtion; ARE you SURE he's COMing?*
marked form	See **unmarked form**.
mass noun	A type of uncountable noun.
morpheme	The smallest grammatical unit in a language. Some words only have one morpheme (e.g. *cat*); some have more (e.g. *mis/us/ing*). Morphemes are characterised as 'free' (e.g. *cat, use*) or 'bound' (*mis-, -ing*).
morphology, morphological	Morphology treats the structure of words and how it affects meaning: e.g. *take/takes; faith/faithful/unfaithful/unfaithfulness.*
neologisms	Newly coined words.
nominalizations	Nouns based on verbs, e.g. *participation, adjudicator*.
non-finite verb form	Infinitives and *-ing* forms are the non-finite forms of verbs: they are not marked for tense or person.
non-standard variety	See **standard English**. `
onomatopoeia	The use of words that sound like their meaning, e.g. *sizzle, pop*.
paradox	A seemingly self-contradictory statement.
passive voice	See **active and passive**.
perfect	Verb forms are made with a form of *have* + the present participle: *have done, had done, will have done, have been doing etc.* Perfect(ive) aspect co-occurs with **simple** or **continuous** aspects in these forms. The general meaning of perfect tenses is that of an event completed rather than ongoing.
performative	A **speech act** that makes something happen, just by being said, e.g. *You are under arrest; I now pronounce you man and wife; I swear it.*
phoneme	One of the smallest meaningful sounds in a language. *Bit, bat, bought, beat, butt, boat* each have three phonemes, and the middle phoneme is different in each case.
phonemic symbols	Standard ('IPA') symbols for English **phonemes**.
phonology	The study of the way sounds behave in languages.
possessive determiner	The words *my/your/his/her/its/our/their* used at the beginning of noun phrases, e.g. *My* Beautiful Laundrette.
post-modification	A modifier that follows the modified item: the Lady *in the lake.*
pragmatics	Meaning resulting from the combination of language and situation.
pre-modification	A modifier that comes before the modified item: *plum* jam.
prepositional phrase	Phrase starting with a preposition and used adjectivally, adverbially, etc: *in your wildest dreams, from the sea, like a broken puzzle.*
productive purposes	Speaking and writing are productive skills; a person can always access fewer items of lexis for productive purposes than they can recognise for receptive purposes (i.e. for listening and reading).
receptive purposes	See **productive purposes**.
redundancy	Features of language are often indicated in more than one way; e.g. in *The paper is here,* the singular is indicated by both noun and verb. This duplication of information is known as redundancy.
relative determiner	The wh- word in sentences like *Whichever* runner wins this race will go on to the finals.
role play	A task in which learners assume roles.
Roman script	The set of letters used to write English, Spanish, French etc.
schemata (sing. **schema**)	Structured information about familiar situations in long-term memory. Schemata help us understand new texts on familiar subjects.
schwa	The neutral vowel sound, e.g. at the beginning and end of *another,* represented by the symbol ∂
script	System of symbols for writing a language, e.g. Roman/Cyrillic script.

secondary stress	In a word or utterance with more than one stress, the less prominent one(s) e.g. *inforMAtion; Are you SURE he's coming?*
semantic	Having to do with meaning.
semantic field	Words and expressions establish their meanings by comparison and contrast with words and expressions having similar, but not identical meanings. For example, colours form a semantic field: *magenta* is bluer than *pink* and redder than *purple*.
sentence connective	A word like *however*, indicating a link between sentences.
short vowel	A non-technical term used to talk about the vowels in words like *vat, bet, fit, rot, tub*; and sometimes also *good*.
simple (aspect)	A simple verb is marked for non-**continuous** action; e.g. I *speak* Punjabi (continuous: That woman *is* speaking Punjabi); We *had* tea at 5.00 (continuous: We *were having* tea when Hannah phoned).
speech act	An **utterance**, thought about from the point of view of the intention of the speaker and the effect on the listener, the phrases *Shut up!, Please don't do that,* and *Could you lend me a pen?* all belong to the speech act category of 'directives'.
spider-grams	Notes taken in the form of spider's webs, with the main idea in the centre and other ideas radiating outwards.
standard English	The variety of English spoken by educated people, taught in schools, and used in formal public situations. Standard English is a matter of grammar and vocabulary, not one of regional or class accent.
stress	A stressed syllable is a bit louder and lasts a bit longer than an unstressed syllable, e.g. *hippoPOTamus; Nice DAY?*
stress-timed language	English is said to be a stress-timed language: words have stressed and unstressed syllables; the (stressed syllables of the) more important words in an utterance carry additional **stress**, affecting the rhythm of speech. See **syllable-timed language**.
structural linguistics	Structural linguists study language from the point of view of how it is structured, rather than, e.g. considering its social aspects.
structuralist approach	An approach that bases a language syllabus on grammatical structures.
superordinate	A generalised noun whose meaning encompasses that of more specific nouns, e.g. *fruit* is a superordinate of *pear, apple, grape etc.*
syllable-timed language	In a syllable-timed language, the syllables are said to occur in a regular rhythm. See **stress-timed language**.
syntax, syntactic	The study of sentence structure.
transitive verb	A verb that takes an object, e.g. Helen *has written* a short story.
triphthongs	Compound vowel sounds formed from the sounds of three distinct vowels, as in *tyre* {taê ́}, *our* {aË ́}.
unmarked form	The 'neutral' form of a language feature. A lexical example: *dog* is an unmarked form for a male/female canine, and *bitch* is a marked form for the female. A phonological example: the unmarked form of *the* ends in a **schwa vowel** (*Where's the paper?*) and the marked form ends in the vowel sound in feet: *Do you mean **the** Jude Law?*
unstressed syllable	See **stress**. Vowels in **unstressed syllables** are often reduced to **schwa**.
utterance	A stretch of speech in a particular situation.
verbal aspect	See **continuous, perfect, simple.**
voicing	A voiced consonant is produced with vibrating vocal cords; a voiceless consonant is produced without the cords vibrating, with just the passage of air.
weak form	Words pronounced with unstressed **schwa**, e.g. in normal speech, *the* and *a* are pronounced as weak forms.
whole word approach	Learning to read based on the shapes of whole words.

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