

EDI Certificate in Teaching English as a Foreign Language

Cert TEFL



Supporting learning
and performance

Specification

Effective from November 2008

Specification for the EDI Cert TEFL Qualification

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This Specification should be read in conjunction with the EDI Guide to Centres, which includes sections on EDI's and centre responsibilities, procedures and regulations that centres need to follow.

EDI Certificate in Teaching English to Speakers of Other Languages

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider (GOAL). EDI now delivers LCCI International qualifications (LCCI IQ) through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

1 Rationale

The EDI Certificate in Teaching English as a Foreign Language (Cert TEFL) is a Level 4 qualification (UK NQF equivalent) designed for people who have little or no experience of teaching English as a Foreign Language (EFL) but who wish to embark on a career as an EFL teacher. The EDI Cert TEFL is a highly practical course designed to provide candidates with the initial skills they need for teaching English to adult students of other languages.

Achievement of the EDI Cert TEFL will confirm that candidates have a good understanding of the essential aspects of the EFL teacher's role, can organise and manage effective learning and have developed professionally through on-going reflection and evaluation.

Aims

The aims of the EDI Cert TEFL are that by the end of the course, candidates will be able to:

- evaluate the communicative needs of classes of adult speakers of other languages (both at higher and lower levels)
- meet these needs through effective teaching, and
- evaluate how effectively they are meeting these needs.

Assessment objectives

The EDI Cert TEFL course will assess a candidate's ability to:

- conduct a needs analysis of target learners
- plan effective lessons
- implement lesson plans effectively
- manage a class effectively
- understand the basic principles of effective language teaching
- implement the basic principles of effective language teaching
- understand the basic principles of effective skills teaching
- implement the basic principles of effective skills teaching
- evaluate the efficiency of the teaching and learning

Opportunities for Progression

On completion of this qualification candidates could:

- Progress to a Level 5 Diploma in Teaching English to Speakers of Other Languages (Dip TEFL)
- Become a qualified Teacher of Business English by taking the LCCI Further Certificate in Teaching Business English (FTBE) and gaining the EDI Certificate in Teaching Business English (Cert TEB) qualification

2 Entry Requirements

In order to register for the EDI Cert TEFL qualification, candidates must possess the qualifications required for entry to higher education in the UK (NQF level 3) or their own country.

If English is not the candidate's first language then they should possess an English language qualification at CEF level C2 or equivalent.

It is the centre's responsibility to ensure that these entry requirements are met.

3 Criteria for Course Delivery and Assessment

All centres are required to seek specific approval from EDI in order to offer the EDI Cert TEFL qualification. This applies to new centres as well as centres that are already approved to offer other EDI / LCCI qualifications. To apply for approval, centres must submit an EDI Cert TEFL centre approval application (**CAEX V 08.08**).

Those centre staff responsible for the delivery and assessment of the EDI Cert TEFL should have the following qualifications and experience:

- A TEFL, TESOL or ELT qualification that is equivalent to a UK NQF level 5 or greater (e.g. Dip TESOL, Dip TEFLA, DELTA, MA or MEd)
- Extensive teaching experience and experience of delivering teacher training
- If English is not the first language of the staff responsible for delivering and assessing the course then they should possess an English language qualification at CEF level C2.2 or equivalent.

Copies of CVs and qualification certificates for the staff delivering and assessing the course will need to be sent to EDI as part of the EDI Cert TEFL centre approval process. If a centre is unable to evidence all of the above criteria but feels that their staff are sufficiently experienced to be able to deliver the course effectively then we recommend that the centre management contacts the EDI partner recognition team to discuss the case further.

Equipment and Resources

To deliver the EDI Cert TEFL course, centres are required to provide candidates with access to appropriate resources and an environment appropriate to learning. The layout of teaching rooms should facilitate discussions, presentations and enable completion of written work. The room should be equipped with a blackboard/interactive whiteboard and overhead projector or electronic presentation facilities.

Centres are also responsible for providing candidates with the opportunity to complete the mandatory sessions of teaching practice and teacher observation. These sessions must be completed at either the centre which is delivering the Cert TEFL course (or a satellite / partner centre), or at the centre that the candidate usually teaches. If a centre is unable to provide “in house” opportunities for candidates to complete teaching practice and teaching observation then details of the centre that is proposed for the candidates teaching practice and observation sessions must be provided as part of the centre approval process.

4 Unit structure

The EDI Cert TEFL has a unitised structure consisting of 6 mandatory units. The content of each unit is presented in this document in the form of a list of syllabus topics and associated learning outcomes, followed by the unit assessment criteria. The syllabus topics and learning outcomes for this qualification have been broadly mapped to the LLUK overarching professional standards and standards for teachers of EFL and are structured as follows:

Unit 1: Teaching and learning in an EFL context

Unit 2: Developing teaching skills and managing the learning environment

Unit 3: Teaching language

Unit 4: Teaching language skills

Unit 5: Planning and evaluation

Unit 6: Assessment of learners

5 Delivery and Contact Hours

EDI recommends that 120 Guided Learning Hours (GLHs) provide a suitable duration for the Cert TEFL course. This figure includes direct contact hours as well as other time when candidates' work is being supervised by the course teachers. Ultimately, however, it is the centres responsibility to determine the appropriate course duration based on their candidates' skills, ability and level of existing knowledge. In addition to the GLHs, candidates are also expected to complete an appropriate amount of self directed study. This self directed study may include background reading, written assignments and other “homework” assignments set by the centre

Candidates must also complete 6 hours of observed and assessed teaching practice and 4 hours of teaching observation.

6 Examples of Teaching and Learning Strategies

The programme should be a good model for trainees in that a wide range of methods and strategies should be used for both teaching and learning.

There should be appropriate opportunities to include many of the following methods and strategies.

- Presentation/demonstration
- Group work
- Investigation/report /shared experience
- Workshop activity eg preparing sessions
- Investigation/resource based learning followed by group discussion
- Sub-group activities
- Observation of a teacher teaching or trainer training
- Self evaluation/evaluation with mentor

7 Assessment Methodology

The EDI Cert TEFL is assessed via a combination of teaching practice, teacher observation and written assignments. Each candidate is required to keep a portfolio of work that includes all materials relating to the teaching practice, teacher observation and written assignments. This portfolio may be requested at the end of the course for moderation by EDI.

Teaching Practice

Centres are responsible for ensuring that a minimum of four classes, totalling six hours of supervised and assessed teaching practice, are included in the programme. This teaching practice will involve specially arranged classes of learners, and it will take place on a regular basis throughout the course. Candidates must complete lesson plans (**ASN1122**) for each of the teaching practice sessions and must demonstrate that they can apply the theory (of the input sessions) to their teaching. Furthermore, in their lesson plans they must show an ability to a) state achievable objectives and b) demonstrate clearly how they intend to achieve them.

The four classes (minimum), totalling six hours of teaching practice, must be divided into:

- a) three hours (a minimum of two classes) with a group of pre-intermediate students and
- b) three hours (a minimum of two classes) with a group of post-intermediate students.

The teaching practice classes should consist of no fewer than five learners. Centres should ensure that their candidates plan and deliver lessons which are consistent with the content of the course units, while making sure that the learners' needs are catered for too. Centres must complete a Teaching Practice feedback form (**ASN1123**) for every teaching practice class, for every candidate.

As the course progresses, the course tutors should expect candidate progress to be commensurate with how much of the course has been completed - and should assess candidates on this basis.

Teacher Observation

Each candidate must complete a minimum of three classes, totalling four hours, of teacher observation. This should involve observing qualified and experienced teachers while they deliver lessons. Details of the lessons that candidates observe should be kept by completing Observation Record (form **ASN1121**) Pro formas. Candidates should ensure that they complete on record per lesson observed record.

Written Assignments

Candidates must complete four written assignment of between 750 – 1000 words, one for each of the following four topics:

- The EFL learner
- Teaching language
- Teaching skills
- Assessing learners

Centres are provided with three suggested assignment titles for each of the four topics and candidates must choose (or be given) one title for each. Alternatively, centres may choose to design their own assignment titles. If this option is chosen then the assignment titles and associated marking schemes must be sent to EDI for approval by Cert TEFL moderators before being implemented.

Marking schemes are provided for the suggested assignment titles.

Candidates' Portfolios

Following candidates' completion of the course, all written assignments are to be internally assessed and may be subject to external moderation. The centre may submit portfolios of all materials relating to the teaching practice, teacher observation and written assignments. Each Portfolio must contain the following:

- A minimum of three completed Lesson Observation Records (**ASN1121**). Observation records must total four hours.
- A minimum of four completed Lesson Plans (**ASN1122**). Lessons must total six hours.
- A minimum of four (equalling the number of lesson plans) completed Teaching Practice Feedback forms (**ASN1123**)
- Four written assignments of between 750 – 1000 words covering the four unit topics (The EFL learner, Teaching language, Teaching skills, Assessing learners)

The final grades that candidates are awarded are as follows:

A pass is awarded to candidates who have met all the assessment requirements and who have met the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 50-59%.

A merit is awarded to candidates who have met all the assessment requirements and who have *consistently* met the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 60-74%.

A distinction is awarded to candidates who have met all the assessment requirements and who have *consistently exceeded* the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 75% or over.

Note: Candidates who have *not* met all the assessment requirements and/or who have *not* met the criteria of all assessed components will not achieve the minimum pass grade in order for a certificate to be issued.

8 Suggested Reading and Resources

The following books are recommended for reading prior to the commencement of the course.

- A Communicative Grammar of English (2003) G Leech Longman 9780582506336
- **A Course in Language Teaching: Practice and Theory: Trainee's Book (1999) P Ur** Cambridge University Press. 978-0521656245
- *Grammar for English Language Teachers* (2000) M Parrott. Cambridge University Press 9780521477970
- *How English Works*, Swan and Walter 2000, Cambridge University Press ISBN; 0194314561
- *How to Teach English*, (2007) J Harmer. Longman 978-1405853095
- *How to Teach Pronunciation*, Gerald Kelly, Longman, 2002, 0582429757
- *Learning Teaching* (2005) J Scrivener. Macmillan 9781405013994
- *Practical English Usage* (2005), M Swan. Oxford University Press 9780194420983
- *Principles of Language Learning and Teaching 2006* H D Brown (Pearson Education) 9780131991286
- ***Teaching by Principles: An Interactive Approach to Language Pedagogy***(2001) H. D Brown
- *The Practice of English Language Teaching* (2001) J Harmer. Longman 0582403855

More comprehensive and unit focussed reading lists can, however, be provided by those centres who offer the course.

9 Registration, Moderation and Monitoring

- Centres offering this qualification must be registered EDI Cert TEFL centres. It is not feasible for every EDI Cert TEFL course to be externally moderated; however, a centre approval process is carried out to ensure centres wishing to offer the EDI Cert TEFL course meet the specific standards required.
- Candidates should be registered with EDI prior to the commencement of the programme. Centres can register candidates via a paper-based on demand registration form or via the online registration system, Campus.
- Written assignments, forms, lesson plans etc. will be moderated by making centres submit a complete portfolio for each candidate.

10 Learning Content and Unit Assessments

Unit 1: Teaching and learning in an EFL context

Syllabus Topics	Learning Outcomes
	<i>Successful candidates are able to:</i>
1.1 Learners' backgrounds	1.1.1 Understand the importance of the diversity of learners' backgrounds in the EFL classroom (with reference to age, gender, education, occupation, nationality, first language) 1.1.2 Demonstrate an awareness of this information when teaching
1.2 Learners' motivations	1.2.1 Understand the different motivations that learners have for learning English, such as: intrinsic motivation; instrumental motivation, integrative motivation 1.2.2 Apply this understanding when planning and teaching
1.3 Learner welfare	1.3.1 Understand the limits of their responsibility concerning learner welfare 1.3.2 Take responsibility for learner welfare where appropriate 1.3.3 Refer learner welfare issues to colleagues or appropriate authority, where required
1.4 Learning and teaching styles	1.4.1 Understand and identify the range of learning styles that different learners may have 1.4.2 Understand the different teaching styles that teachers can adopt in order to cater for these learning styles 1.4.3 Apply this understanding when planning and teaching
1.5 The learning context	1.5.1 Understand the general importance of the context in which the learning is taking place 1.5.2 Understand the variety of learning requirements that different learners may have 1.5.3 Apply this understanding when planning and teaching
1.6 Varieties of English	1.6.1 Show awareness of the different varieties of English and understand the main ways in which they differ from each other

	1.6.2	Make appropriate choices about varieties of English used when planning and teaching
1.7	Legislative requirements and codes of practice	1.7.1 Understand and implement legislative and organisational codes of practice concerning: health and safety; equal opportunities; record keeping; time keeping

Unit 1 Assessment

The learning outcomes for this unit are assessed via a combination of **teaching practice** and **written assignment**.

The assessment criteria for the teaching practice are as follows:

Candidates must demonstrate the ability to –

- 1a** Demonstrate an awareness of learner backgrounds
- 1b** Demonstrate an awareness of learner motivations
- 1c** Deal with learner welfare appropriately
- 1d** Adapt their teaching style to the learning styles of learners present
- 1e** Select and teach the type of English which is appropriate to the learning situation
- 1f** Adhere to all national and institutional codes of practice

The following are suggested titles for the written assignments.

ANSWER EITHER a) b) OR c)

- a)** *Describe the characteristics of an EFL class (this can be your teaching practice class, a class you regularly teach or a class you have observed), referring to the backgrounds, learning styles and language needs of each learner and state how these characteristics would affect your approach this class.*
- b)** *Describe the different kinds of motivation EFL learners may have, and explain how you would adapt your teaching style according to these types of motivation.*
- c)** *Compare and contrast two different varieties of English with reference to phonology, vocabulary, and grammar.*

Unit 2: Developing teaching skills and managing the learning environment

Syllabus Topics	Learning Outcomes
	<i>Successful candidates are able to:</i>
2.1 Organisation of the EFL classroom	2.1.1 Organise the classroom to suit the learners and lesson type
	2.1.2 Organise a range of appropriate classroom activities including whole class activities, group work, pair work, and individual work.
2.2 Classroom atmosphere	2.2.1 Build rapport with all learners
	2.2.2 Establish and maintain a classroom atmosphere that is conducive to learning
2.3 Appropriate and effective communication	2.3.1 Address the whole class with sufficient clarity and volume
	2.3.2 Adjust their own language so as to meet that of the level of the class
	2.3.3 Avoid using language extraneous to the teaching process
	2.3.4 Give clear and appropriate signals concerning the accuracy of students' language – identifying both accurate and inaccurate English and involving learners in the identification process
	2.3.5 Nominate students individually so that they know they are meant to speak
	2.3.6 Adopt body language that is open and that is appropriate to the teaching situation
2.4 Materials and resources	2.4.1 Evaluate, select and use a range of materials and resources that are appropriate to the aims of the teaching
	2.4.2 Make appropriate use of new and emerging technologies
	2.4.3 Adapt to teaching situations where materials and resources are very limited
2.5 Professional development in class	2.5.1 Understand the need for the use of a variety of appropriate teaching methods
	2.5.2 Implement a variety of teaching methods

2.6	Professional development outside class	2.6.1	Identify opportunities for further professional development in teaching EFL e.g. professional associations; TEFL / TESOL magazines and journals
2.7	Communication with colleagues	2.7.1	Understand the need for discussing students/classes with colleagues both at the planning stage and after lessons

Unit 2 Assessment

This unit is assessed by ***teaching practice***.

The assessment criteria for the teaching practice are as follows:

Candidates must demonstrate the ability to -

- 2a** Establish rapport with all learners
- 2b** Engage all learners in all aspects of the learning process
- 2c** Adjust their own use of language to the level of the learners
- 2d** Adjust their style of teaching to the learning styles of the learners
- 2e** Arrange the classroom so that optimum teaching and learning can take place
- 2f** Facilitate whole class/group/pair/individual work according to the desired learning objectives
- 2g** Use classroom aids in such a way as to enhance learning
- 2h** Speak with appropriate volume and sufficient clarity
- 2i** Vary the pace of activities of a lesson according to the objectives of each activity
- 2j** Monitor learners when they are engaged in free practice activities
- 2k** Be punctual when starting/finishing the lesson

Unit 3: Teaching language

- 3.4.3 Choose target speech functions that have an appropriate degree of syntactic, phonological, and semantic complexity
- 3.5 Phonology
 - 3.5.1 Demonstrate an understanding of the principles of teaching phonology, e.g.: modelling; dividing; repetition
 - 3.5.2 Demonstrate an understanding of the components of phonology: phonemes; linking; word stress; sentence stress; intonation
 - 3.5.3 Apply this understanding to the classroom and intervene appropriately when learners encounter problems
or difficulty for the learners and relevant to learners' future communicative needs
 - 3.2.3 Teach the meaning of lexis through: context; realia; pictures; mime, as appropriate
 - 3.2.4 Facilitate phonological practice of lexis, with careful attention to phonemes and word stress
 - 3.2.5 Teach lexis in a sentence when appropriate with due attention to sentence stress
- 3.3 Grammar
 - 3.3.1 Demonstrate an understanding of the rules determining how lexis is combined together with grammar
 - 3.3.2 Demonstrate an understanding of determiners, auxiliary verbs, prepositions, pronouns, and conjunctions.
 - 3.3.3 Choose target grammar that has the right degree of syntactic, phonological, and semantic complexity
 - 3.3.4 Teach grammar using the same principles as for lexis (see 3.2.3 to 3.2.5 above)
 - 3.3.5 Facilitate interaction so that less able students have the chance to produce difficult sentences after much exposure to the new language
 - 3.3.6 Set up, and manage, a genuinely communicative situation
- 3.4 Speech functions
 - 3.4.1 Understand what the term 'speech functions' means
 - 3.4.2 Analyse spoken and written language in terms of speech functions

Unit 3 Assessment

This unit is assessed via a combination of *teaching practice* and *written assignment*.

The assessment criteria for the teaching practice are as follows:

Candidates must demonstrate that they are able to -

- 3a** Teach language for communicative purposes
- 3b** Provide clear, authentic, models both for speaking and writing, as appropriate
- 3c** Use different techniques to teach the meaning of target language, as appropriate
- 3d** Supply learners with sufficient, accurate, information about the syntax of the target language
- 3e** Facilitate sufficient oral practice of new language, using modelling, dividing, and repetition as appropriate
- 3f** Notice language errors and facilitate self/peer correction (at appropriate times)
- 3g** Provide learners with feedback on both their communicative and linguistic performance and encourage learner evaluation of inadequate performance

The following are suggested titles for the written assignments.

ANSWER EITHER a) OR b) OR c)

- a)** *Explain the different techniques that may be used for teaching the meaning of lexical items, and give examples of the techniques you would use to teach ten items of your choice, justifying your decisions.*
- b)** *Examine what is meant by the terms 'noun phrase', 'verb phrase', 'adjective phrase' and 'adverb phrase', giving examples of each, and showing how one phrase may consist of other phrases.*
- c)** *Explain what kinds of phonological problems learners from three different nations of your choice have when they speak English. Include why they may have such problems and show how you would help them to overcome these problems in class.*

Unit 4: Teaching language skills

Syllabus Topics

Learning Outcomes

Successful candidates are able to:

LANGUAGE SKILLS IN GENERAL

- | | | | |
|-----|--|-------|--|
| 4.1 | Recognition and production skills | 4.1.1 | Understand the difference between 'recognition' and 'production' skills |
| 4.2 | General principles of teaching creating language skills | 4.2.1 | Understand the general principle of a communicative need for the target skill |
| | | 4.2.2 | Understand the importance of eliciting (rather than telling) in the teaching process |
| 4.3 | Teaching language skills to learners with low levels of literacy | 4.3.1 | Understand the issues relating to teaching learners with low levels of literacy |
| | | 4.3.2 | Apply this understanding to the practice of teaching and planning |

LISTENING SKILLS

- | | | | |
|-----|--------------------------------------|-------|---|
| 4.4 | Concepts and terminology | 4.4.1 | Demonstrate an understanding of what is meant by: predictive listening; extensive listening; intensive listening |
| | | 4.4.2 | Apply this understanding to the practice of teaching |
| 4.5 | Listening for everyday communication | 4.5.1 | Demonstrate an understanding of why we listen in everyday communication, i.e. listening for gist; listening for specific information; listening for subtextual meaning |
| | | 4.5.2 | Apply this understanding to the practice of teaching |
| 4.6 | Potential difficulties in listening | 4.6.1 | Demonstrate an understanding of the difficulties involved in everyday listening, i.e. speed of delivery; a speaker's accent; overlap of speakers speaking; extraneous noise |
| | | 4.6.2 | Apply this understanding to the practice of teaching |
| 4.7 | Discourse features | 4.7.1 | Demonstrate an understanding of the discourse features (intonation, pauses, and discourse markers) that make listening more comprehensible |
| | | 4.7.2 | Apply this understanding to the practice of teaching |
| 4.8 | Choice of listening text | 4.8.1 | Choose listening texts that are appropriate in level and topic for the learners |

READING SKILLS

- | | | | |
|------|------------------------------------|--------|--|
| 4.9 | Concepts and terminology | 4.9.1 | Demonstrate an understanding of what is meant by: predictive reading; extensive reading; intensive reading |
| | | 4.9.2 | Apply this understanding to the practice of teaching |
| 4.10 | Reading for everyday communication | 4.10.1 | Demonstrate an understanding of why we read in everyday communication, i.e. reading for gist; reading for specific information; reading for subtextual meaning |
| | | 4.10.2 | Apply this understanding to the practice of teaching |
| 4.11 | Potential difficulties in reading | 4.11.1 | Demonstrate an understanding of the difficulties involved in everyday reading, i.e. different cursive scripts; lack of coherence; style; cultural references |
| | | 4.11.2 | Apply this understanding to the practice of teaching |
| 4.12 | Discourse features | 4.12.1 | Demonstrate an understanding of the discourse features (punctuation, capitalisation, and paragraph spacing) that make reading more comprehensible |
| | | 4.12.2 | Apply this understanding to the practice of teaching |
| 4.13 | Choice of reading text | 4.13.1 | Choose reading texts that are appropriate in level and topic for the learners |
| 4.14 | Setting time limits | 4.14.1 | Demonstrate an understanding of the reason why time limits are used when facilitating reading skills |
| | | 4.14.2 | Use realistic time limits when teaching reading skills |

SPEAKING SKILLS

- | | | | |
|------|----------------------------|--------|--|
| 4.15 | Concepts and terminology | 4.15.1 | Demonstrate an understanding of what is meant by: accuracy; fluency; appropriacy |
| | | 4.15.2 | Apply this understanding to the practice of teaching |
| 4.16 | Features of spoken English | 4.16.1 | Demonstrate an understanding of the key features of spoken English: phonology; non-verbal communication; discourse markers; pauses |
| | | 4.16.2 | Apply this understanding to the practice of teaching |

4.17 Facilitating speaking skills

4.17.1 Demonstrate an understanding of when it is appropriate to facilitate speaking skills through different communicative tasks, e.g. unstructured discussions; ranking exercises; debates.

4.17.2 Apply this understanding to the practice of teaching

4.18 Feedback

4.18.1 Note down both examples of excellent English and less comprehensible English during free speaking activities

4.18.2 Encourage learners to evaluate these sentences in plenary

WRITING SKILLS

4.19 Concepts and terminology

4.19.1 Demonstrate an understanding of what is meant by: accuracy; fluency; appropriacy

4.19.2 Apply this understanding to the practice of teaching

4.20 Writing models

4.20.1 Demonstrate an understanding of the meaning importance of 'genre'

4.20.2 Demonstrate an understanding of why models are important for teaching writing skills

4.20.3 Show an appropriate writing model for the target learning situation

4.20.4 Encourage understanding of key features of the genre as seen in the model

4.21 Stages of teaching writing

4.21.1 Demonstrate an understanding of how a text is composed of separate units, such as sentences, paragraphs, and formal sections

4.21.2 Apply this understanding to the practice of teaching

Unit 4 Assessment

This unit is assessed via a combination of **teaching practice** and **written assignment**.

The assessment criteria for the teaching practice are as follows:

Candidates must demonstrate that they are able to -

- 4a** Arouse interest so that learners are primed for practising their skills
- 4b** Encourage learners to predict the content of the text they are about to read or hear
- 4c** Test understanding of reading and listening texts through appropriate comprehension tasks
- 4e** Help learners to understand the meaning of language in both reading and listening texts
- 4f** Help learners to develop oral fluency, accuracy, and appropriacy
- 4g** Help learners to develop writing skills in appropriate genres

The following are suggested titles for the written assignments.

ANSWER EITHER a) OR b) OR c)

- a)** *Explain the differences between (i) spoken English and (ii) written English, and examine the pedagogic implications of these differences*
- b)** *How can you ensure that you are giving learners the best chance to understand a text? Provide a (listening or reading) text and show how you would teach a lesson with this in mind, justifying each stage of the lesson.*
- c)** *Outline and evaluate different communicative tasks which are used to help a learner become a more fluent speaker of English.*

Unit 5: Planning and evaluation

Syllabus Topics	Learning Outcomes
	<i>Successful candidates are able to:</i>
5.1 Planning schemes of work	5.1.1 Devise a scheme of work which meets the needs of learners and ensures syllabus coverage.
5.2 Principles of Lesson planning	5.2.1 Understand the need for lesson plans and the role that lesson planning plays in effective teaching of English
	5.2.2 Understand the basic principles and components of a lesson plan
5.3 Planning lessons for effective teaching	5.3.1 Devise a coherent, structured lesson plan which is appropriate to learners' requirements
	5.3.2 Formulate diverse lesson plans which have clear aims and objectives, are flexible, and use a variety of resources, including new and emerging technologies where appropriate.
5.4 Applying, evaluating and adapting lesson plans	5.4.1 Demonstrate an ability to teach according to a lesson plan
	5.4.2 Demonstrate an ability to evaluate and adapt lesson plans according to the success of lessons and according to the individual needs of learners
5.5 Including learners in the planning	5.5.1 Allow opportunities for learner feedback to process inform planning and teaching
	5.5.2 Negotiate and record appropriate learning goals and strategies with learners
5.6 Evaluating and responding to evaluation	5.6.1 Demonstrate an ability to make a balanced and constructive appraisal of their own teaching and planning
	5.6.2 Respond appropriately and effectively to feedback from (or evaluation by) others
	5.6.3 Evaluate their own strengths and developments needs, make practical use of self assessment and evaluation by others and set goals and targets for future development

Unit 5 Assessment

This unit is assessed by **teaching practice**.

The assessment criteria for the teaching practice are as follows:

Candidates must demonstrate the ability to -

- 5a** Assess learners' communicative needs effectively
- 5b** Prepare a presentable lesson plan and give this to the tutor on time
- 5c** Identify and state clear, appropriate, and communicative objectives for individual lessons
- 5d** Sequence activities so that these objectives can be met
- 5e** Indicate, on the plan, different scenarios according to the progress of the learning (as appropriate)
- 5f** Select appropriate teaching aids/technologies/texts to meet the objectives set
- 5g** Describe the teaching/learning procedure in a clear, methodical, way
- 5h** Clarify what the teacher and students are doing for each stage of the lesson
- 5i** Ensure that the lesson plan contains a balance of activities
- 5j** Allocate appropriate timing for all stages of the lesson
- 5k** Use appropriate terminology for both language and methodology
- 5l** Anticipate, and state, potential learning difficulties
- 5m** Suggest solutions to these problems
- 5n** Collaborate with colleagues on the development of each plan as appropriate
- 5o** Maintain accurate and up-to-date records on their teaching in their portfolio
- 5p** Evaluate each plan after teaching practice
- 5q** Make suggestions for improving lesson plans
- 5r** Evaluate learner performance and consider ways of improving this
- 5s** Be aware of their strengths and weaknesses as teachers of EFL in the light of feedback from peers and tutors

Unit 6: Assessment of learners

Syllabus Topics

Learning Outcomes

Successful candidates are able to:

- | | | | |
|-----|--|-------|--|
| 6.1 | Assessing learner needs | 6.1.1 | Conduct initial assessments to determine individual learners' English language skills and their needs |
| 6.2 | Assessing learners' communicative competence | 6.2.1 | Evaluate the strengths and limitations of a range of methods of assessing learners' English language skills |
| | | 6.2.2 | Design assessment activities that are appropriate and effective methods of assessing learners' English language skills |
| | | 6.2.3 | Apply appropriate methods of assessing learners' English language skills in a fair and effective way. |
| | | 6.2.4 | Apply appropriate methods of assessment to produce valid, reliable and sufficient information about learners' competencies |
| 6.3 | Using assessment information | 6.3.1 | Use assessment information to give constructive feedback to learners in order to promote learning of English |
| | | 6.3.2 | Understand the importance of communicating assessment information to others who have a legitimate interest in a learner's progress |

Unit 6 Assessment

This unit is assessed by written assignment only. The suggested assignment titles are as follows:

ANSWER EITHER a) OR b) OR c)

- a) *Imagine you have around one hundred EFL learners and you need to sort them out into eight classes. Explain, in detail, the placement test you would set, justifying each part of the test.*
- b) *Explain what you understand by the terms 'validity' and 'reliability' in testing. Then discuss the advantages and disadvantages of ensuring validity and reliability in testing, reinforcing each point you make with examples.*
- c) *Provide an authentic sample of English written by an EFL learner. Describe the learner and how the writing fits into their EFL programme. Then show which parts of the writing you would (i) praise and (ii) expect to see improvements in. Give specific examples, and justify the choices you make.*

11 Glossary of terms

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 italics within 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.

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.

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.

adverbial clause: A clause that performs the function of an adverb, e.g. Let's go while the going's good.

affixation: One kind of derivation: adding something (prefix, suffix) to a word to change its meaning or word class: doubt doubtful, doubtless, undoubtedly.

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.

analogy: A statement that two different things work in a similar way.

anaphoric referencing: Adding coherence to a text by referring to something already stated.

antithesis: The opposite of something already mentioned.

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.

assimilation: The process by which a sound is modified by neighbouring sounds in spoken language, e.g. grown men is pronounced like 'grome' men.

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 Language skills used in everyday communication; vs. Cognitive Communications Skills (BICS) Academic Language Processing (CALP).

behaviourist model: An early 20th-century model that saw learning as an accumulation of stimuli and responses.

bilingual method: In bilingual schools, pupils learn some of the normal school curriculum subjects in their first language and some in their second language.

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.

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.

channel: Mode of communication: speaking/listening or writing/reading.

cloze exercises: Learners complete texts in which a word is blanked out every so many words.

code switching: The phenomenon of switching from one language to another in the same discourse.

cognates: Words with similar forms in different languages, e.g. adult/adulto.

Cognitive Academic Skills for academic literacy and cognitive development; vs. Basic Language Processing (CALP) Interpersonal Communications Skills (BICS).

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 noun phrase: A noun phrase that includes a clause, e.g. the flight that we took.

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.

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.

context: The immediate language and/or physical environment of a word or phrase.

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.

co-ordinate clause: One of the clauses in a compound sentence.

corpora: (singular corpus) Collections of authentic spoken or written language, usually electronically stored, used for study of language phenomena.

countable or count nouns: Nouns that occur in the singular with a or an and can form plurals

cursive writing: What is familiarly called 'joined-up' writing.

DARTS: (Directed Activities Strategies and activities to involve readers actively Related to TextS) with a text to foster independent reading.

definite article: In English, 'the'.

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.

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.

diphthongs: Two vowels within a syllable that produce a single sound, e.g. coin, side

direct method: A late 19th-century teaching method; instead of learning about the language, learners were taught 'directly', beginning with the language sounds.

direct quotation: Quoting someone's exact words, e.g. He said, 'Stop that!'.

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.

discursive writing: Writing that treats a subject thoroughly, analysing all its aspects and including discussion of opposing views.

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.

emphatic adverb position: A marked position, e.g. Usually, she comes on time.

English for Specific Examples are English for doctors, for pilots, for engineers. Purposes (ESP) 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.

fluency: The ease and speed of delivery.

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.

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

gap fill: 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.

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.

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.

indirect quotations: Reporting what was said without using the exact words, e.g. She asked me to bring some glasses.

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.

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.

Intonation: Rises and falls in the pitch of the voice during speech.

intransitive verb: A verb that does not take an object, e.g. Come here.

language change: The process by which all languages slowly evolve.

language function: One of the purposes of language. See functional approach.

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 clause: See *complex sentence*.

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?

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?

marked form: See *unmarked form*.

mass noun: A type of uncountable noun.

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.

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.

modelling text: In teaching writing, giving learners a model text to work from.

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.

onomatopoeia: The use of words that sound like their meaning, e.g. sizzle, pop.

paradox: A seemingly self-contradictory statement.

paralinguistic features: Body, eye and facial movement, intake of breath etc., which have meaning in communication but are not language.

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.

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.

personification: Talking or writing about a thing as if it were a person.

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 chart: A chart showing the vowels and consonants (phonemes) of a language, and how they relate to one another.

phonemic symbols: Standard ('IPA') symbols for English phonemes.

Phonics: Teaching reading by focusing on letter–sound correspondences.

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.

prefix: In affixation, a prefix is added at the beginning of a root word, e.g. uneasy.

pre-modification: A modifier that comes before the modified item: plum jam.

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: Phrase starting with a preposition and used adjectivally, adverbially, etc: in your wildest dreams, from the sea, like a broken puzzle.

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.

productive purposes: Speaking and writing are productive skills; a person can always access fewer items of lexis for productive purposes than they can.

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.

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.

scanning: In reading, searching a text for (a) specific item(s) of information.

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 ə

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 or difference in meaning of words.

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.

sentence stress: In pronunciation, making the most important word in an utterance

short vowel: A non-technical term used to talk about the vowels in words like vat, bet, fit, rot, tub; and sometimes also good.

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.

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).

simulation: An extended roleplay that tries to imitate a real-world situation.

skimming: Reading a text quickly in order to get the gist.

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.

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: 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.

structured dialogue: Exercise in which learners improvise dialogues based on a given frame.

structured discussion: A discussion where learners have specific tasks.

subordinate clause: See *complex sentence*.

superordinate: A generalised noun whose meaning encompasses that of more specific nouns, e.g. fruit is a superordinate of pear, apple, grape etc.

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.

syllable-timed language: In a syllable-timed language, the syllables are said to occur in a regular rhythm. See *stress-timed language*.

synonym: A word with the same meaning as another word, e.g. in/within.

syntax, syntactic: The study of sentence structure.

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.

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 and our.

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*.

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.

verb phrase: Main and auxiliary verbs plus modifying adverbs or adverbials.

verbal aspect: See *continuous, perfect, simple*.

voicing: A voiced consonant is produced with vibrating vocal cords; a

voiceless consonant: Produced without the cords vibrating, with just the passage of air.

vowel: 1) A speech sound (phoneme) in which air flow is not restricted (there are about 21 vowel sounds in English). 2) Sometimes also used to mean the letters a, e, i, o, u of the Roman alphabet.

weak form: Words pronounced with unstressed schwa, e.g. in normal speech, the and a are pronounced as weak forms.

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. unambiguously.

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.

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