

**LONGMAN**

**DICTIONARY OF  
LANGUAGE  
TEACHING  
& APPLIED  
LINGUISTICS**

Jack C. Richards  
Richard Schmidt

**FOURTH  
EDITION**

MOST COMPREHENSIVE EDITION EVER - 350 NEW ENTRIES





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*Longman Dictionary of*

# LANGUAGE TEACHING AND APPLIED LINGUISTICS

Jack C. Richards and Richard Schmidt

Fourth edition



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First edition published 1985  
Second edition published 1992  
Third edition published 2002  
**Fourth edition published in Great Britain in 2010**

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ISBN 978-1-4082-0460-3

*British Library Cataloguing in Publication Data*

A CIP catalogue record for this book can be obtained from the British Library

*Library of Congress Cataloging in Publication Data*

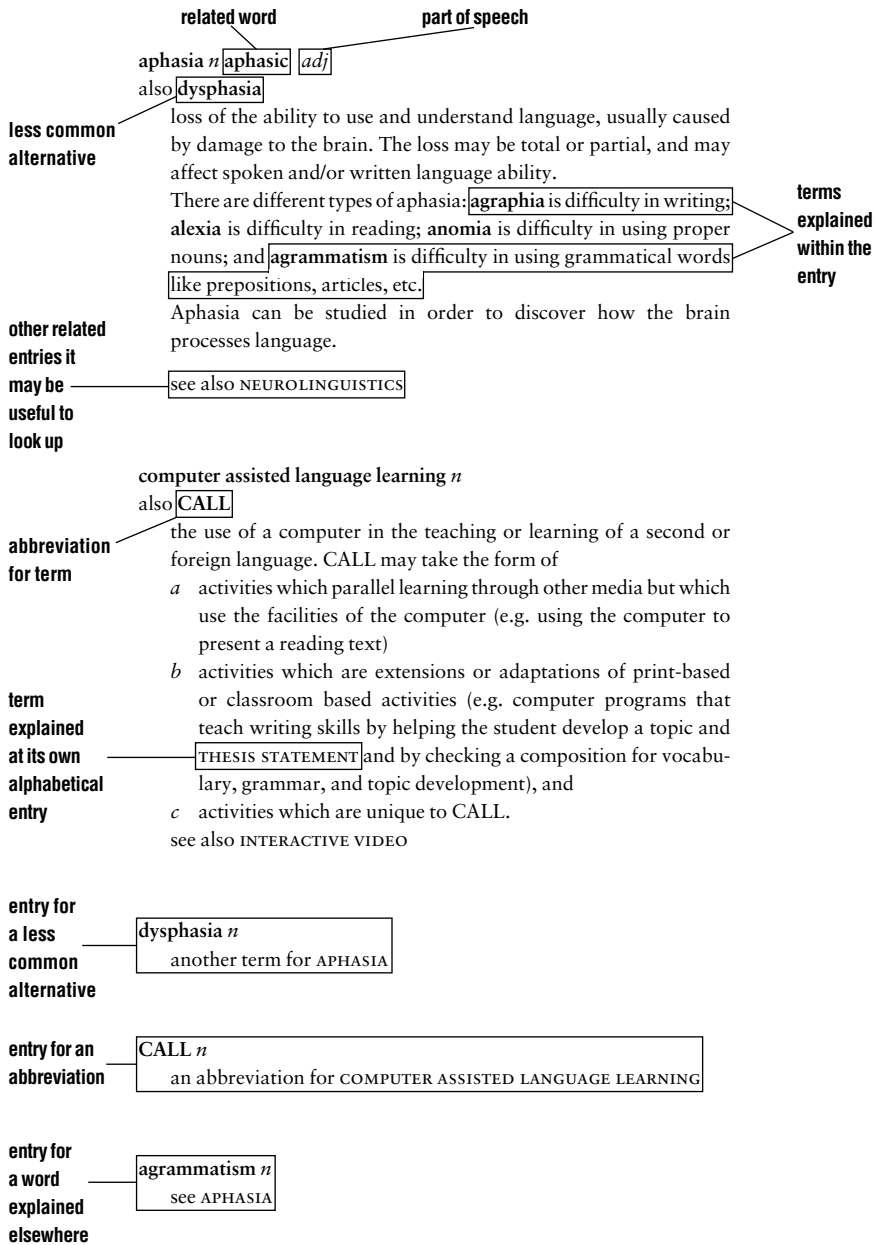
A CIP catalog record for this book can be obtained from the Library of Congress

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10 9 8 7 6 5 4 3 2 1  
14 13 12 11 10

Typeset in 9.5/12pt Sabon by 35  
Printed in Malaysia (CTP-VVP)

# GUIDE TO THE DICTIONARY



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# INTRODUCTION

## Who is this dictionary for?

This dictionary is intended for:

- students taking undergraduate or graduate courses in language teaching or applied linguistics, particularly those planning to take up a career in the teaching of English as a Second or Foreign Language or in foreign language teaching
- language teachers doing in-service or pre-service courses, such as the UCLES Diploma in Teaching English to Adults
- students doing introductory courses in linguistics and related areas
- teachers and others interested in the practical applications of language study

## Why this dictionary?

Language teaching and applied linguistics are fields which have their own core subject matter and which also draw on a number of complementary fields of study. Among the core subject matter disciplines are second language acquisition, methodology, testing, and syllabus design. The complementary fields of study include both the language based disciplines such as linguistics, sociolinguistics, and psycholinguistics, as well as the education based disciplines such as curriculum development, teacher education, and evaluation. The result is that students taking courses in language teaching and applied linguistics encounter a large number of specialized terms which frequently occur in articles, books and lectures. This dictionary attempts to clarify the meanings and uses of these terms.

## The scope of the dictionary

The dictionary was written for those with little or no background in language teaching or applied linguistics.

We have given special attention to English, and the majority of the examples in the dictionary are from English, but the dictionary will also be helpful to those interested in other languages. Although the dictionary is not intended primarily for those who already have a specialized training in language teaching or applied linguistics, it will serve as a reference book in areas with which they are less familiar. It should also be useful to general readers who need further information about the terms which occur in the fields of language teaching and applied linguistics.

## **Language teaching and applied linguistics**

This dictionary includes the core vocabulary of both language teaching and applied linguistics. The field of language teaching is concerned with the development of language programmes and courses, teaching methodology, materials development, second language acquisition theory, testing, teacher training and related areas. The dictionary includes terms from the following areas of study in the field of language teaching:

- teaching methods and approaches in language teaching
- curriculum development and syllabus design
- second language acquisition
- the teaching of listening, speaking, reading and writing
- computer assisted language learning
- teacher education in language teaching
- English grammar and pronunciation
- language testing, research methods, and basic statistics

The dictionary also includes terms from the field of applied linguistics. For the purposes of this book, “applied linguistics” refers to the practical applications of linguistics and language theory and includes terms from the following areas of study:

- introductory linguistics, including phonology, phonetics, syntax, semantics and morphology
- discourse analysis
- sociolinguistics, including the sociology of language and communicative competence
- psycholinguistics, including learning theories

## **What the dictionary contains**

This dictionary contains some 3500 entries, which define in as simple and precise a way as possible, the most frequently occurring terms found in the areas listed above. Each term has been selected on the basis of its importance within an area and reflects the fact that the term has a particular meaning when used within that area, a meaning unlikely to be listed in other dictionaries. Many of these terms were included in the third edition of this dictionary, but in preparing the fourth edition, a number of items no longer in common use were deleted, revisions were made to a number of entries, and some 360 new entries have been added to reflect current usage in language teaching and applied linguistics.

Our aim has been to produce clear and simple definitions which communicate the basic and essential meanings of a term in non-technical language.



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## *Introduction*

Definitions are self-contained as far as possible, but cross references show links to other terms and concepts.

## **Acknowledgements**

This edition of the dictionary has been prepared by Jack C. Richards and Richard Schmidt.

We would like to thank those who contributed to earlier editions of this dictionary, particularly Heidi Kendricks, who contributed to the first and second editions, the late John Platt, who contributed to the first and second editions, and the following who gave valuable suggestions to earlier editions: Christopher Candlin, John W. Oller (Jr), Lyle Bachman, Graham Crookes, Ken Hylands, Stephen Jacques; and Youngkyu Kim for assistance in the area of testing, research design, and statistics.

We are grateful to Ms Media Shojaee for suggestions for new items to be included in the fourth edition.

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# A

## AAAL *n*

an abbreviation for **American Association for Applied Linguistics**

## AAE *n*

an abbreviation for **AFRICAN AMERICAN ENGLISH**

## AAVE *n*

an abbreviation for **AFRICAN AMERICAN VERNACULAR ENGLISH**  
see **AFRICAN AMERICAN ENGLISH**

## ability grouping *n*

in teaching, the placement of students in groups or classes according to their ability in a skill or subject, e.g. based on their language proficiency. Groups containing students of different ability levels are known as *mixed ability groups* or *heterogeneous groups*, while groups composed of students with similar abilities, achievement, etc., are known as *homogeneous groups*.  
see **GROUPING**

## ablaut *n*

a process by which an inflected form of a word is formed by changes in the vowel of the stem. For example, the past tense of *sing* is *sang* and the plural of *goose* is *geese*.

## aboriginal language *n*

see **INDIGENOUS LANGUAGE**

## absolute *n*

an adjective or adverb that cannot have a comparative or superlative form. For example *perfectly* and *unique* already express the idea of “to a maximum degree” and cannot therefore be used with comparative forms as in \*most *perfectly*, or \*more *unique*.

## absolute clause (phrase, construction) *n*

a non-finite adverbial clause or other adverbial construction that is not linked syntactically to the main clause, e.g.  
*As far as I can tell*, she is not having any problems with the course.

## abstract noun *n*

see **CONCRETE NOUN**

**ABX discrimination** *n*

in PSYCHOLINGUISTICS, a task in which three stimuli are presented in a trial. A and B are different (for example, the words *ramp* and *lamp*) and the subject's task is to choose which of them is matched by the final stimulus.

**academic discourse** *n*

the language and discourse of academic genres. The study of academic discourse focuses on the nature, contexts, production and interpretation of discourse and texts that occur in academic settings.

see also ENGLISH FOR ACADEMIC PURPOSES, GENRE, REGISTER

**academic language** *n*

the special registers and genres of language used in the learning of academic subject matter in formal schooling contexts. Learning academic language is essential for MAINSTREAMING second language learners and for students studying ENGLISH FOR ACADEMIC PURPOSES.

**academic literacy** *n*

the ability to understand and participate in the academic discourse of academic genres, e.g. in fields such as science, law and literature, including the ability to produce and understand written and spoken texts as well as recognizing the social norms and discursive practices of academic communities. The field of ENGLISH FOR ACADEMIC PURPOSES seeks to develop the skills of academic literacy.

**academic vocabulary** *n*

the most frequently occurring vocabulary in academic texts. In English a core academic vocabulary of some 600 words (e.g. words such as *evidence*, *estimate*, *feature*, *impact*, *method*, *release*) is common to a wide range of academic fields and accounts for around 10% of the words in any academic text. Students need to be familiar with this vocabulary if they are to complete academic courses successfully. The teaching of academic vocabulary is an aspect of ENGLISH FOR ACADEMIC PURPOSES. Academic vocabulary is determined from analysis of a corpus of academic English. Academic Vocabulary may be compared with Technical Vocabulary, which refers to words specific to a particular topic, field or discipline.

**Academic Word List** *n*

a list of 570 word families which is said to make up the core vocabulary of much academic writing, based on an analysis of a large corpus of academic

texts but excluding the 2000 most frequent word in English. The list has been widely used in the teaching of ENGLISH FOR ACADEMIC PURPOSES.  
see ENGLISH FOR SPECIAL PURPOSES

**accent<sup>1</sup> n**

greater emphasis on a syllable so that it stands out from the other syllables in a word. For example, in English the noun 'import has the accent on the first syllable *im-* while the verb *im'port* has the accent on the second syllable *-port*:

*This car is a foreign import.*

*We import all our coffee.*

see also PROMINENCE, STRESS

**accent<sup>2</sup> n**

in the written form of some languages, particularly in French, a mark which is placed over a vowel. An accent may show:

*a* a difference in pronunciation (see DIACRITIC)

For example, in the French word *prés* “meadows”, the **acute accent** on the *e* indicates a different vowel sound from that in *près* “near” with a **grave accent**.

*b* a difference in meaning without any change in pronunciation, e.g. French *ou* “or” and *où* “where”.

**accent<sup>3</sup> n**

a particular way of speaking which tells the listener something about the speaker's background.

A person's pronunciation may show:

*a* the region or country they come from, e.g.

*a northern accent*

*an American accent*

*b* what social class they belong to, e.g.

*a lower middle class accent*

*c* whether or not the speaker is a native speaker of the language, e.g.

*She speaks English with an accent/with a German accent.*

see also DIALECT, SOCIOLECT

**accent<sup>4</sup> n**

another term for STRESS

**accent discrimination n**

discrimination or bias against speakers with foreign, regional, or social class ACCENTS<sup>3</sup>, for example in employment or in legal proceedings.

see also FORENSIC LINGUISTICS

**accent reduction** *n*

programmes designed to help second language speakers speak a second or foreign language without showing evidence of a foreign accent. Such programmes reflect the fact that many second language speakers experience discrimination based on their accent. There is no evidence however that reduction in a foreign accent necessarily entails an increase in intelligibility. Hence many educators argue for a greater tolerance of foreign accents.

see also ENGLISH AS AN INTERNATIONAL LANGUAGE

**acceptability judgement task** *n*

one of several types of tasks (or tests) that require subjects to judge whether particular sentences are possible or not in either their native language or a language they are learning. If the task instructions specify that subjects are to judge whether or not a sentence is acceptable, the task is called an **acceptability judgement task**; if they are asked to judge whether a particular sentence is grammatical, the task is usually called a **grammaticality judgement task** (or test).

**acceptable** *adj*, **acceptability** *n*

a term referring to a linguistic utterance (for example, a word, a particular pronunciation, a phrase or a sentence) that is judged by NATIVE SPEAKERS to be grammatical, correct, or socially appropriate, either in general or in a particular community or context.

**acceptable alternative method** *n*

see CLOZE TEST

**acceptable word method** *n*

see CLOZE TEST

**access** *n, v*

in COMPUTER ASSISTED LANGUAGE LEARNING, locating or obtaining information or data. **Sequential access** means locating information in sequence, for example by fast forwarding an audio cassette. **Direct access** or **random access** means locating information directly, in such a way that access time is not dependent on its location.

**accidental gap** *n*

in WORD FORMATION, a non-occurring but possible form, for example *unsad* as an ANTONYM of *sad*. When learners produce such forms, these are considered to be examples of OVER-GENERALIZATION.

**accommodation<sup>1</sup> *n***

shifts in the style of speaking people make such as when a person changes their way of speaking to make it sound more like or less like the speech of the person they are talking to. For example, a teacher may use simpler words and sentence structures when he/she is talking to a class of young children. This is called **convergence**. Alternatively a person may exaggerate their rural accent because they are annoyed by the attitude of someone from the city. This is called **divergence**. Convergence is a strategy in which people adapt to each other's speech by adjusting such things as speech rate, pauses, length of utterance, and pronunciation.

see also ACCENT<sup>3</sup>

**accommodation<sup>2</sup> *n***

see ADAPTATION<sup>2</sup>

**accomplishments *n***

see ASPECT

**accountability *n***

the answerability of all those involved in applied linguistics for the quality of their work. For example, test developers need to be able to explain the rationale behind the assessment techniques they use and their results to test takers and test users; language programme administrators are accountable to clients who pay for special courses, as well as to students for the quality of instruction; and public school programme administrators are accountable to parents and other members of the public. Accountability includes the documentation and reporting of procedures used to develop curriculum and courses and of practices used in the hiring of teachers, selection of materials, evaluation of teachers and courses and the assessment of learners and learning outcomes.

**accredited interpreter *n***

see INTERPRETATION

**accredited translator *n***

see TRANSLATION

**acculturation *n***

a process in which changes in the language, culture, and system of values of a group happen through interaction with another group with a different language, culture, and system of values. For example, in second language learning, acculturation may affect how well one group (e.g. a group of

immigrants in a country) learn the language of another (e.g. the dominant group).

see also ACCULTURATION MODEL, ASSIMILATION<sup>2</sup>, SOCIAL DISTANCE

**acculturation model *n***

in second language acquisition, the theory that the rate and level of ultimate success of second language acquisition in naturalistic settings (without instruction) is a function of the degree to which learners acculturate to the target language community. Acculturation may involve a large number of social and psychological variables, but is generally considered to be the process through which an individual takes on the beliefs, values and culture of a new group.

**accuracy *n***

see FLUENCY

**accuracy order *n***

also **difficulty order**

some linguistic items, forms, and rules seem to be consistently produced with higher accuracy than others by language learners, permitting such items to be ordered with respect to their relative difficulty. Accuracy orders based on CROSS-SECTIONAL RESEARCH are sometimes taken as evidence for an order of acquisition, although such claims need to be reinforced through LONGITUDINAL METHOD.

**accusative case *n***

the form of a noun or noun phrase which shows that it functions as the direct object of the verb in a sentence. For example, in the German sentence:

*Ursula kaufte einen neuen Tisch.*

Ursula bought a new table.

in the noun phrase *einen neuen Tisch*, the article *ein* and the adjective *neu* have the inflectional ending *-en* to show that the noun phrase is in the accusative case because it is the direct object of the verb.

see also CASE<sup>1</sup>

**achievements *n***

see ASPECT

**achievement test *n***

a test designed to measure how much of a language learners have successfully learned with specific reference to a particular course, textbook, or programme of instruction, thus a type of CRITERION-REFERENCED TEST. An

achievement test is typically given at the end of a course, whereas when administered periodically throughout a course of instruction to measure language learning up to that point, it is alternatively called a **PROGRESS TEST**. Its results are often used to make advancement or graduation decisions regarding learners or judge the effectiveness of a programme, which may lead to curricular changes.

The difference between this and a more general type of test called a **PROFICIENCY TEST** is that the latter is not linked to any particular course of instruction and is thus a type of **NORM-REFERENCED TEST**. For example, an achievement test might be a listening comprehension test if all of its items are based on a particular set of dialogues in a textbook. In contrast, a proficiency test might use similar test items but would not be linked to any particular textbook or language **SYLLABUS**.

**acoustic cue** *n*

an aspect of the acoustic signal in speech which is used to distinguish between phonetic features. For example **VOICE ONSET TIME** is an acoustic cue which is used to distinguish between the sounds /t/ and /d/

**acoustic filtering** *n*

(in listening comprehension) the ability to hear and identify only some of the sounds that are being spoken. For example, when someone is learning a foreign language, the speech sounds of their native language may act as a filter, making it difficult for them to hear and identify new or unfamiliar sounds in the foreign language.

**acoustic phonetics** *n*

see **PHONETICS**

**acquisition** *n*

see **FIRST LANGUAGE ACQUISITION**, **LANGUAGE ACQUISITION**, **SECOND LANGUAGE ACQUISITION**

**acquisition order** *n*

another term for **ORDER OF ACQUISITION**

**acrolect** *n*

see **POST-CREOLE CONTINUUM**, **SPEECH CONTINUUM**

**acronym** *n*

a word made from the initials of the phrase it stands for, for example “**IPA**” for **International Phonetics Association** or **International Phonetics Alphabet**.



**ACT (pronounced “act-star”) *n***

see ADAPTIVE CONTROL OF THOUGHT

**ACTFL *n***

an abbreviation for **American Council on the Teaching of Foreign Languages**

**ACTFL Oral Proficiency Interview *n***

also **OPI**

a structured interview carried out to assess a learner’s ability to use the target language in terms of the levels described by the **ACTFL PROFICIENCY GUIDELINES**, used as an assessment of speaking proficiency.

**ACTFL Proficiency Guidelines *n***

proficiency descriptions developed under the auspices of the American Council on the Teaching of Foreign Languages (ACTFL). Since their latest revision in 1996, the guidelines consist of descriptions of ten proficiency levels: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, and Superior.

**action research *n***

- 1 research that has the primary goal of finding ways of solving problems, bringing about social change or practical action, in comparison with research that seeks to discover scientific principles or develop general laws and theories.
- 2 (in teacher education) teacher-initiated classroom research that seeks to increase the teacher’s understanding of classroom teaching and learning and to bring about improvements in classroom practices. Action research typically involves small-scale investigative projects in the teacher’s own classroom, and consists of the following cycle of activities. The teacher (or a group of teachers)
  - a* selects an aspect of classroom behaviour to examine in more detail (e.g. the teacher’s use of questions)
  - b* selects a suitable research technique (e.g. recording classroom lessons)
  - c* collects data and analyzes them
  - d* develops an action plan to help bring about a change in classroom behaviour (e.g. to reduce the frequency of questions that the teacher answers himself or herself)
  - e* acts to implement the plan
  - f* observes the effects of the action plan on behaviour.

**action zone *n***

in teaching, the pattern of teacher-student interaction in a class as reflected by the students with whom the teacher regularly enters into eye contact, those students to whom the teacher addresses questions, and those students who are nominated to take an active part in the lesson.

**active listening *n***

in language teaching, a procedure for teaching listening in which students show their understanding of what a speaker says by repeating (often in other words) what the speaker has said or by responding in other ways to show comprehension.

**active/passive language knowledge *n***

see PRODUCTIVE/RECEPTIVE LANGUAGE KNOWLEDGE

**active teaching *n***

another term for DIRECT TEACHING

**active vocabulary *n***

see PRODUCTIVE/RECEPTIVE LANGUAGE KNOWLEDGE

**active voice *n***

see VOICE<sup>1</sup>

**activities *n***

see ASPECT

**activity *n***

in language teaching, a general term for any classroom procedure that requires students to use and practise their available language resources.  
see also DRILL, TASK, TECHNIQUE

**activity theory *n***

a learning framework associated with SOCIOCULTURAL THEORY in which individuals are said to act on objects (employing social and cultural resources including language and patterns of behaviour) in order to achieve specific learning outcomes.

**acute accent *n***

the accent', e.g. on French *prés* "meadows".  
see also ACCENT<sup>2</sup>

**adaptation<sup>1</sup> *n***

changes made in the use of published teaching materials in order to make them more suitable for particular groups of learners, e.g. by supplementing, modifying or deleting parts of a textbook.

**adaptation<sup>2</sup> *n***

also **equilibration**

in Piagetian theory, a cover term for two ways in which a child adapts to his or her environment: **assimilation**<sup>3</sup>, interpreting new information in terms of the child's current knowledge, and **accommodation**<sup>2</sup>, changing the child's cognitive structure to understand new information.

**adaptive control of thought *n***

also **ACT\***

a model of skill learning, involving a progression from a controlled stage based on **DECLARATIVE KNOWLEDGE** to an autonomous stage based on **PROCEDURAL KNOWLEDGE**. Processes involved in this development include **proceduralization** (the translation of propositional knowledge into behavioural sequences, **chunking** (the binding together of commonly occurring units, which allows more information to be maintained in **WORKING MEMORY**), **GENERALIZATION**, **rule narrowing**, and **rule strengthening**. Language acquisition is seen in this model as a type of skill learning.

**adaptive testing *n***

a form of individually tailored testing in which test items are selected from an **ITEM BANK** where test items are stored in rank order with respect to their **ITEM DIFFICULTY** and presented to test takers during the test on the basis of their responses to previous test items, until it is determined that sufficient information regarding test takers' abilities has been collected. For example, when a multiple-choice adaptive vocabulary test is administered, a test taker is initially presented with an item of medium difficulty. If he or she answers it correctly, then a slightly more difficult item is presented, whereas if the item is answered incorrectly, then a slightly easier item is presented. An **ORAL PROFICIENCY INTERVIEW** can be viewed as a type of adaptive testing in the sense that an interviewer (i.e. tester) adjusts the difficulty level of language on the basis of an evolving assessment of the interviewee's (i.e. test taker's) language ability. Adaptive testing finds its most promising application in **COMPUTER ADAPTIVE TESTING**.

**additive bilingual education *n***

also **additive bilingualism**

a form of **BILINGUAL EDUCATION** in which the language of instruction is not the mother tongue or home language of the children, and is not intended to

replace it. In an additive bilingual education programme the first language is maintained and supported.

For example, the bilingual programmes in French for English-speaking Canadians are intended to give the children a second language, not to replace English with French.

When the language of instruction is likely to replace the children's first language, this is called **subtractive bilingualism**.

see also IMMERSION PROGRAMME

**address form** *n*

also **address term, form/term of address**

the word or words used to address somebody in speech or writing. The way in which people address one another usually depends on their age, sex, social group, and personal relationship.

For example, many languages have different second person pronoun forms which are used according to whether the speaker wants to address someone politely or more informally, e.g. in German *Sie – du*, in French *vous – tu*, in Spanish *usted – tu* and in Mandarin Chinese *nín – nǐ* (you).

If a language has only one second person pronoun form, e.g. English *you*, other address forms are used to show formality or informality, e.g. *Sir, Mr Brown, Brown, Bill*. In some languages, such as Chinese dialects and Japanese, words expressing relationship, e.g. father, mother, aunt, or position, e.g. teacher, lecturer, are used as address forms to show respect and/or signal the formality of the situation, for example:

Mandarin Chinese: *bàba qǐng chī*  
father please eat!

Japanese: *sensei dozo!* (a polite request)  
teacher/sir please!

The address forms of a language are arranged into a complex **address system** with its own rules which need to be acquired if a person wants to communicate appropriately.

see also COMMUNICATIVE COMPETENCE

**address system** *n*

see ADDRESS FORM

**address term** *n*

see ADDRESS FORM

**ad hoc interpreting** *n*

informal translation of spoken interaction, for example during social events or business meetings.

see also INTERPRETATION

**adjacency pair** *n*

a sequence of two related utterances by two different speakers. The second utterance is always a response to the first.

In the following example, speaker A makes a complaint, and speaker B replies with a denial:

A: *You left the light on.*

B: *It wasn't me!*

The sequence of *complaint – denial* is an adjacency pair. Other examples of adjacency pairs are *greeting – greeting*, *question – answer*, *invitation – acceptance/non-acceptance*, *offer – acceptance/non-acceptance*, *complaint – apology*.

Adjacency pairs are part of the structure of conversation and are studied in CONVERSATION ANALYSIS.

**adjacency parameter** *n*

(in GOVERNMENT/BINDING THEORY) the parameter by which a language does or does not exhibit the ADJACENCY PRINCIPLE.

**adjacency principle** *n*

(in GOVERNMENT/BINDING THEORY) the principle that a complement that can be assigned case (see CASE ASSIGNER) must occur adjacent to the head of its phrase and cannot be separated from it by other material. For example, a transitive verb in English must not be separated from its direct object: \*She liked very much him. The principle does not apply to such languages as French, in which *J'aime beaucoup la France* (literally 'I love very much France') is the unmarked word order.

**adjectival noun** *n*

an adjective used as a noun, e.g. *the poor, the rich, the sick, the old*.

see also SUBSTANTIVE

**adjective** *n*

a word that describes the thing, quality, state, or action which a noun refers to. For example *black* in *a black hat* is an adjective. In English, adjectives usually have the following properties:

*a* they can be used before a noun, e.g. a heavy bag

*b* they can be used after *be*, *become*, *seem*, etc. as complements, e.g. the bag is heavy

*c* they can be used after a noun as a complement, e.g. these books make the bag heavy

*d* they can be modified by an adverb, e.g. a very heavy bag

e they can be used in a comparative or superlative form, e.g. the bag seems heavier now.

see also COMPLEMENT, COMPARATIVE, ATTRIBUTIVE ADJECTIVE

**adjective complement** *n*

see COMPLEMENT

**adjective phrase** *n*

a phrase that functions as an adjective. For example,

*The woman in the corner is from Italy.*

**adjunct** *n*

ADVERBIALS may be classified as adjuncts, conjuncts, or disjuncts. An **adjunct** is part of the basic structure of the clause or sentence in which it occurs, and modifies the verb. Adverbs of time, place, frequency, degree, and manner, are examples of adjuncts.

*He died in England.*

*I have almost finished.*

**Conjuncts** are not part of the basic structure of a clause or sentence. They show how what is said in the sentence containing the conjunct connects with what is said in another sentence or sentences.

*Altogether it was a happy week.*

*However the weather was not good.*

**Disjuncts** (also called **sentential adverbs**) are adverbs which show the speaker's attitude to or evaluation of what is said in the rest of the sentence.

*Naturally, I paid for my own meal.*

*I had to pay for my own meal, unfortunately.*

see also ADVERB

**adjunct course** *n*

in teaching language for academic purposes, an approach to Content Based Instruction in which a language course is linked with a content course in an academic area, such as an English course that is linked to a course in economics. The adjunct course is designed to give students the language skills necessary for success in the content course.

**adjunction** *n*

(in GENERATIVE GRAMMAR) a process by which one CONSTITUENT, such as a word or phrase is adjoined or attached to another to form an extended constituent.

For example, in the sentence *He shouldn't do that*, we can say that the negative *not* (in contracted form) has been adjoined to the auxiliary *should* to form the extended auxiliary *shouldn't*.

Adjunction is governed by rules that may vary from language to language.

**admissions test** *n*

also **screening test**

a test designed to provide information about a test taker's likely success in a particular programme before entry into the programme in order to decide whether to admit the applicant or not, thus also called a screening test.

**adnominal** *n, adj*

a word or phrase which occurs next to a noun and which gives further information about it.

For example, an adnominal may be:

*a* an adjective,

e.g. *blue* in *the blue sea*

*b* another noun,

e.g. *jade* in *the jade statue*

*c* a phrase,

e.g. *at the corner* in *the shop at the corner*.

An adnominal is a type of MODIFIER.

**adolescent learner** *n*

see YOUNG LEARNER

**adposition** *n*

a cover term for PREPOSITION and postposition.

**adult learner** *n*

see YOUNG LEARNER

**advance organizer** *n*

(in teaching) an activity which helps students organize their thoughts and ideas as a preparation for learning or studying something. For example, a discussion which takes place before students listen to a lecture and which is intended to help them follow the lecture more easily, or a preview of the main ideas covered in a reading passage before reading it.

**adverb** *n*

a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence, and which answers such questions as *how?*, *where?*, or *when?*. In English many adverbs have an -ly ending.

For example, **adverbs of manner** e.g. *carefully, slowly*, **adverbs of place** e.g. *here, there, locally*, and **adverbs of time** e.g. *now, hourly, yesterday*.

A phrase or clause which functions as an adverb is called an **adverb phrase/adverb clause**.

see also ADVERBIAL, ADVERB PARTICLE, ADVERBIAL CLAUSE, ADJUNCT

**adverbial** *n, adj*

any word, phrase, or clause that functions like an ADVERB. An adverb is a single-word adverbial.

**adverbial clause** *n*

a clause which functions as an adverb.

For example:

*When I arrived* I went straight to my room. (adverbial clause of time)

*Wherever we looked* there was dust. (adverbial clause of place)

We painted the walls yellow *to brighten the room*. (adverbial clause of purpose)

see also ADVERB, PREPOSITION

**adverbial phrase** *n*

a phrase that functions as an adverb. For example,

*After dinner* we went to the movies.

**adverb particle** *n*

also **prepositional adverb**

a word such as *in, on, back*, when it modifies a verb rather than a noun. Words like *in, out, up, down, on*, may belong grammatically with both nouns (e.g. *in the box, on the wall*) and verbs (e.g. *come in, eat up, wake up, die away*). When they are linked with nouns they are known as PREPOSITIONS and when they are linked with verbs they are known as adverb particles. The combination of verb+adverb particle is known as a PHRASAL VERB.

**advocacy** *n*

in education, the process of promoting change through demonstrating to others that proposed changes are desirable, feasible, affordable, and appropriate. In planning or implementing curriculum and other kinds of educational changes it is often necessary to gain the support of influential people or groups who have resources, power, or authority to facilitate proposed changes. Advocacy may include political action and lobbying but also involves understanding the attitudes and positions of key decision-makers and STAKEHOLDERS and informing them of information and arguments to



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