

LONGMAN

DICTIONARY OF
LANGUAGE
TEACHING
& APPLIED
LINGUISTICS

朗文语言教学与
应用语言学词典

英语版

New Edition

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

**LONGMAN DICTIONARY OF
LANGUAGE TEACHING
& APPLIED LINGUISTICS**

**朗文语言教学与
应用语言学词典**
英语版

Jack C. Richards and Richard Schmidt
With Hendricks and Youngkyu Kim

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

(京)新登字 155 号

京权图字: 01 - 2003 - 2804

图书在版编目(CIP)数据

朗文语言教学与应用语言学词典/(英)里查兹(Richards, J. C.), (英)史密特(Schmidt, R.)编著, - 影印本. - 北京:外语教学与研究出版社, 2003
ISBN 7-5600-2679-6

I. 朗… II. ①里… ②史… III. ①语言教学-英语-词典 ②应用语言学-英语-词典 IV. ①H09-61 ②H08-61

中国版本图书馆 CIP 数据核字(2003)第 030425 号

© Longman Group UK Limited 1992 (Second Edition)

All rights reserved. No part of this publication may be reproduced, stored or transmitted by any means without the prior permission of the publishers.

This edition of Longman Dictionary of Language Teaching and Applied Linguistics, Third Edition is published by arrangement with Pearson Education Limited.

Licensed for sale in the mainland territory of the People's Republic of China only, excluding Hong Kong.

朗文语言教学与应用语言学词典 (英语版)

* * *

责任编辑: 许海峰

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语大学印刷厂

开 本: 880×1230 1/32

印 张: 19

版 次: 2003 年 5 月第 1 版 2003 年 5 月第 1 次印刷

书 号: ISBN 7-5600-2679-6/H·1393

定 价: 36.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

LONGMAN DICTIONARY OF
LANGUAGE TEACHING & APPLIED LINGUISTICS

朗文语言教学与应用语言学词典

英语版

PRONUNCIATION TABLE

Consonants

Symbol Key word

b	back
d	day
ð	then
dʒ	jump
f	few
g	gay
h	hot
j	yet
k	key
l	led
m	sum
n	sun
ŋ	sung
p	pen
r	red
s	soon
ʃ	fishing
t	tea
tʃ	cheer
θ	thing
v	view
w	wet
z	zero
ʒ	pleasure

Vowels

Symbol Key word

æ	bad
ɑ:	calm
ɒ	pot <i>British English</i>
aɪ	bite
aʊ	now
aɪə	tire
aʊə	tower
ɔ:	caught
ɔɪ	boy
ɔɪə	employer
e	bed
eə	there
eɪ	make
eɪə	player
ə	about
əʊ	note
əʊə	lower
ɜ:	bird
i	pretty
i:	sheep
ɪ	ship
ɪə	here
iə	alien
u:	boot
u	actuality
ʊ	put
ʊə	poor
ʌ	cut

/ˈ/ shows main stress

/ˌ/ shows secondary stress

/r/ at the end of a word means that /r/ is usually pronounced in American English and is pronounced in British English when the next word begins with a vowel sound

/ɜ/ means that some speakers use /ɪ/ and others use /ə/

/ɝ/ means that some speakers use /ʊ/ and others use /ə/

/i/ means many American speakers use /i:/ but many British speakers use /ɪ/

/u/ represents a sound somewhere between /u:/ and /ʊ/

/ə/ means that /ə/ may or may not be used

/◀/ shows stress shift

GUIDE TO THE DICTIONARY

related word

part of speech

aphasia *n* **aphasic** *adj*

also **dysphasia** *n*

less common alternative

loss of the ability to use and understand language, usually caused by damage to the brain. The loss may be total or partial, and may affect spoken and/or written language ability.

There are different types of aphasia: **agraphia** is difficulty in writing; alexia is difficulty in reading; **anomia** is difficulty in using proper nouns; and **agrammatism** is difficulty in using grammatical words like prepositions, articles, etc.

Aphasia can be studied in order to discover how the brain processes language.

terms explained within the entry

other related entries it may be useful to look up

see also **BRAIN, NEUROLINGUISTICS**

computer assisted language learning

also **CALL**

abbreviation for term

the use of a computer in the teaching or learning of a second or foreign language. CALL may take the form of

- a activities which parallel learning through other media but which use the facilities of the computer (e.g. using the computer to present a reading text)
- b activities which are extensions or adaptations of print-based or classroom based activities (e.g. computer programs that teach writing skills by helping the student develop a topic and **THESIS STATEMENT** and by checking a composition for vocabulary, grammar, and topic development), and
- c activities which are unique to CALL.

See also **INTERACTIVE VIDEO**

term explained at its own alphabetical entry

entry for a less common alternative

dysphasia *n*

another term for **APHASIA**

entry for an abbreviation

CALL *n*

an abbreviation for **COMPUTER ASSISTED LANGUAGE LEARNING**

entry for a word explained elsewhere

agrammatism *n*

see **APHASIA**

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 2800 entries which define, in as simple and precise a way as possible, the most frequently occurring terms found in the areas listed above. Many of these terms were included in the second edition of this dictionary, but the third edition includes some 800 terms not included in the second edition as well as revisions of many of the entries in the second edition. 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.

Our aim has been to produce clear and simple definitions which communicate the basic and essential meanings of a term in non-technical language. Definitions are self-contained as far as possible, but cross references show links to other terms and concepts.

Acknowledgements

We would like to thank those colleagues from institutions around the world who contributed to the preparation of the first and second editions of this dictionary, giving advice on items for inclusion and providing comments on individual entries.

This edition of the dictionary has been prepared by Jack C. Richards and Richard Schmidt. We would like to thank the following for their assistance in the preparation of this edition:

Youngkyu Kim for assistance in the area of testing, research design, and statistics.

Ken Hyland and Stephen Jacques for suggestions for items for inclusion.

Graham Crookes for comments on entries.

We would also 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 to the following who gave valuable suggestions to earlier editions: Christopher Candlin, John W. Oller (Jr), Lyle Bachman.

A

AAE *n*

another term 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*.

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 language *n*

the special registers and genres of language used in the learning of academic subject matter in formal schooling contexts. Mastery of academic language is associated with literacy and academic achievement and involves learning specific terms, text types, discourse features and speech registers in different fields of study (e.g. history, maths). Learning academic language is essential for **mainstreaming** for second language learners and for students studying **English for Academic Purposes**.

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.

accent¹ *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**

accent² *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”.

accent³ *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

accent⁴ *n*

another term for STRESS

accent discrimination

discrimination or bias against speakers with foreign, regional, or social class ACCENTS³, 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**

acceptable *adj*

(in linguistics) the judgement by the native speakers/users of a speech variety that a certain linguistic item is possible in their variety. The linguistic item could be a written sentence, a spoken utterance, a particular syntactic structure, a word or a way of pronouncing a certain sound. The speech community where such an item is considered acceptable could be all the speakers of a particular region or social class or, alternatively, just the members of an in-group, for example teenagers belonging to a rock club who have created their own in-language. A linguistic item which is acceptable to one group or variety need not be acceptable to another, for example, speakers of some varieties of English accept such expressions as:

acceptable alternative method

I want for him to come.
and

We were visiting with (meaning “calling on”) *Aunt Lizzie*. but speakers of other varieties would not accept these expressions and use instead:

I want him to come.
and

We were visiting Aunt Lizzie.

Sometimes linguistic items are acceptable in certain situations and not in others. For example a teenager may tell a friend:

I nearly freaked out when I saw that jerk. and in that situation it would be acceptable. It would usually be unacceptable if the utterance was used in a formal address at a special function (except, of course, if it was said jokingly).

The terms acceptable and unacceptable are different from *grammatical* (see GRAMMATICAL¹) as they cover a wider range of linguistic units and situations. And because they do not have prescriptive overtones (see PRESCRIPTIVE GRAMMAR) they are also preferred to expressions such as CORRECT/INCORRECT, SUBSTANDARD, right/wrong.

see also APPROPRIATENESS, CONVERSATIONAL RULES

acceptable alternative method *n*

see CLOZE TEST

acceptable word method *n*

see CLOZE TEST

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).

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.

accommodation¹ *n*

a theory that seeks to explain 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. Divergence involves emphasizing speech and non-verbal differences between the speaker and other interlocutors. In communication between native and non-native speakers or between second language speakers with different levels of proficiency, accommodation may serve to promote intelligibility.
see also ACCENT³

accommodation² *n*

see ADAPTATION²

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 ASSIMILATION², 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 RESEARCH.

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 CASE¹

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.

achievements *n*

see ASPECT

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

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”)

see ADAPTIVE CONTROL OF THOUGHT

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.

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.

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:
 - a* The teacher (or a group of teachers) 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