**Key Concepts in Language Pedagogy and Their Definitions**

***Table 1 A list of key concepts in LP***

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| **March 2** | **Negueruela-Azarola, E. & García, P. N. (2016). Sociocultural theory and the language classroom. In: Hall, G. (ed.). The Routledge Handbook of English Language Teaching. pp. 295-309. Routledge.**  |
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| **Key concepts** | **Definitions**  |
| **Concept-based teaching (CBT)** | Language is not only a tool used for communicative purposes (a ‘tool for results’), but rather is a ‘tool and result’ in concept formation, as it is both the content and the tool that mediates thinking. (Azarola & García, 2016) |
| **Conceptual thinking** | 1. Promoting the emergence of categories of meaning to orient and facilitate communicative performance. (Azarola & García, 2016)
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| **Conceptualisation**  | A dynamic process where learners represent ideas to the self and others through creating representations (written and oral verbalisations). (Azarola & García, 2016, p. 301) |
| **Cultural mediation**  | Physical and psychological tools that mediate the connection between the social and the private. (Azarola & García, 2016) |
| **Dialectics** | 1. Describe how apparently opposed processes or phenomena can function together, forming a more complex unity (Novack, 1971, p. 17).
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| **Dynamic assessment (DA)** | Assessment procedures that take into account the learner’s ZPD as a dynamic and collaborative ‘place’ for learning.(Azarola & García, 2016) |
| **Interactionist language teaching** |  Language teaching which highlights interaction in communication. (Azarola & García, 2016) |
| **Internalisation** | Process of transforming ideas from others into ideas for the self. (Azarola & García, 2016) |
| **Mediation** | 1. When conscious human activity is guided, shaped and transformed by material (e.g. a screwdriver, a computer, a pencil) and psychological tools and artefacts (e.g. speech, literacy, logic, geometry). (Azarola & García, 2016)
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| **Monism** | 1. Perceiving reality as a single entity. (Azarola & García, 2016)
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| **Objectivist language teaching** |  Language teaching which is based on the implicit or explicit idea that teaching a language such as English is the teaching and learning of a static systematic object, an empty structure that has morphology, syntax and a lexicon. (Azarola & García, 2016) |
| **Pedagogical praxis** | 1. The process by which a theory, belief or skill is enacted or practised. In critical applied linguistics praxis also refers to the process by which individuals become aware of the beliefs and values underlying their attitudes and behaviours in an attempt to find ways of resisting oppressive social practices. (Richards & Schmidt, 2010, p 274)
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| **Personal transformation** | Change based on conceptual development. (Azarola & García, 2016) |
| **Scaffolding** | The support provided to learners to enable them to perform tasks which  are beyond their capacity. Initially in language learning, learners may be unable to produce certain structures within a single utterance, but may build them through interaction with another speaker.  (Richards & Schmidt, 2010, p. 507) |
| **Systematic conceptual communication**  | Reflection using concepts (ideas with functional relevance in concrete tasks). (Azarola & García, 2016) |
| **The mind-as-container** | Is a metaphor, which conveys a particular view of the mind, and also of language. (Azarola & García, 2016, p. 297) |
| **Transformative language teaching** | Language teaching which promotes conceptual reflection (i.e. the internalisation and thus transformation of new ideas through thinking on and about these new ideas) through communicative activity. (Azarola & García, 2016, 298) |
| **Verbal thinking** | A reasoning process that requires language and thus represents the merging of language and thought. Children first use language to guide thought by speaking out loud; only later does speech go underground to become covert verbal thought. (aka inner speech, inner language, egocentric speech)(Vygotsky, 1987) |
| **Zone of potential development (ZPOD):** | Is the activity created by teachers/learners to explore potential areas of conceptual development by engaging in mediated thinking through conceptual engagement. (Azarola & García, 2016, p. 300) |