APPENDIX VII

GLOSASARY

1. Appropriacy/appropriateness: Choosing the most suitable of a number of nearly synonymous expressions for the context in question. The appropriate choice depends on factors such as the relationship between speakers/readers, the topic under discussion and other circumstances of the interaction.

2. Blank-filling: An exercise in which the learners are required to think of suitable words to put in spaces where words have been deleted from a text.

3. Coherence: The logical relation of sentences forming a text.

4. Cohesion: The linking of sentences into a logical sequence, especially in a written text, often aided by the use of linking and sequence expressions such as, therefore, but, and so on.

5. Communicative activity: An activity which fills a communication gap i.e. through the transfer of information to fill in an information gap.

6. Complete discourse: A text of logical progression and complete in itself in contrast to one or two paragraph(s) extracted from a text.
7. **Context**: Surrounding words in printed statements that aid in determining the meaning of a word in question.

8. **Error**: As opposed to mistake, imperfect production caused by genuine lack of knowledge about the language.

9. **Grammar**: The rules that govern the form of a language.

10. **Intensive reading**: Reading a passage in depth for complete comprehension and/or analysis. Or reading a text in order to understand in detail.

11. **L1**: First language, mother-tongue. In this context, Tamil.

12. **Learner-centred approach**: An approach/activity which involves the learners as fully as possible in the learning process.

13. **Lexical set/collocation**: A group of words that have something in common. A word family.

14. **Micro-level reading**: A type of reading in which the reader/student tries to fill in the blank of a cloze text by reading the word that comes before and/or after the blank.

15. **Macro-level reading**: Cloze items which demand the general understanding of a passage/text both at grammatical and contextual level.

16. **Pre-reading orientation**: Pre-questions which are set before the students read a text for the first time. The purpose of pre-reading orientation is to motivate them to read the text.
17. **Task oriented work** - A task is something that creates motivation and sustains motivation. Cloze is an example of silent sustained reading, where the learners are asked to do a task.