Topics

KEY CONCEPTS IN ELT

'Key Concepts in ELT' is a feature of the Journal that aims to assist readers to develop an appreciation of central ideas in ELT, and to approach the content of articles from a perspective informed by current debate on aspects of theory and practice.

The list given below is an up-to-date guide to all 'Key Concepts' that have been published in the Journal. The list contains links to the original articles, which are available to download free of charge (PDF file).   
  
If you have a suggestion for a Key Concept piece please fill out the form on our [Instructions to Authors page](http://www.oxfordjournals.org/eltj/for_authors/index.html).

* [Learner training](http://eltj.oxfordjournals.org/content/47/1/92.full.pdf+html) (*ELT Journal* 47:1)
* [Learner strategies](http://eltj.oxfordjournals.org/content/47/1/92.full.pdf+html) (*ELT Journal* 47:1)
* [Fluency](http://eltj.oxfordjournals.org/content/47/3/275.full.pdf+html) (*ELT Journal* 47:3)
* [Project work](http://eltj.oxfordjournals.org/content/47/3/275.full.pdf+html) (*ELT Journal* 47:3)
* [Pragmatics](http://eltj.oxfordjournals.org/content/48/1/100.full.pdf+html) (*ELT Journal* 48:1)
* [Scaffolding](http://eltj.oxfordjournals.org/content/48/1/101.full.pdf+html) (*ELT Journal* 48:1)
* [Feedback](http://eltj.oxfordjournals.org/content/48/3/287.full.pdf+html) (*ELT Journal* 48:3)
* [Register](http://eltj.oxfordjournals.org/content/48/3/288.full.pdf+html) (*ELT Journal* 48:3)
* [Universal grammar](http://eltj.oxfordjournals.org/content/49/2/196.full.pdf+html) (*ELT Journal* 49:2)
* [Noticing](http://eltj.oxfordjournals.org/content/50/3/273.full.pdf+html) (*ELT Journal* 50:3)
* [Schemas](http://eltj.oxfordjournals.org/content/51/1/86.full.pdf+html) (*ELT Journal* 51:1)
* [Classroom research](http://eltj.oxfordjournals.org/content/51/2/192.full.pdf+html) (*ELT Journal* 51:2)
* [Anaphora](http://eltj.oxfordjournals.org/content/51/4/406.full.pdf+html) (*ELT Journal* 51:4)
* [Deductive vs. inductive language learning](http://eltj.oxfordjournals.org/content/52/1/88.full.pdf+html) (*ELT Journal* 52:1)
* [Task](http://eltj.oxfordjournals.org/content/52/3/264.full.pdf+html) (*ELT Journal* 52:3)
* [Task-based learning and pedagogy](http://eltj.oxfordjournals.org/content/53/1/69.full.pdf+html) (*ELT Journal* 53:1)
* [Genre](http://eltj.oxfordjournals.org/content/53/2/144.full.pdf+html) (*ELT Journal*53:2)
* [Bottom up and Top-down processing](http://eltj.oxfordjournals.org/content/53/4/338.full.pdf+html) (*ELT Journal* 53:4)
* [Evaluation](http://eltj.oxfordjournals.org/content/54/2/210.full.pdf+html) (*ELT Journal* 54:2)
* [Lexical Chunks](http://eltj.oxfordjournals.org/content/54/4/400.full.pdf+html) (*ELT Journal*54:4)
* [Teachers' beliefs](http://eltj.oxfordjournals.org/content/55/2/186.full.pdf+html) (*ELT Journal* 55:2)
* [Language-related episodes](http://eltj.oxfordjournals.org/content/55/3/298.full.pdf+html) (*ELT Journal*55:3)
* [Transfer/cross-linguistic influence](http://eltj.oxfordjournals.org/content/56/1/68.full.pdf+html) (*ELT Journal*56:1)
* [Language as skill](http://eltj.oxfordjournals.org/content/56/2/190.full.pdf+html) (*ELT Journal*56:2)
* ['Focus on form' and 'Focus on forms'](http://eltj.oxfordjournals.org/content/56/3/303.full.pdf+html) (*ELT Journal* 56:3)
* [Computer Mediated Communication](http://eltj.oxfordjournals.org/content/56/4/414.full.pdf+html) (*ELT Journal* 56:4)
* [Language Awareness](http://eltj.oxfordjournals.org/content/57/1/64.full.pdf+html) (*ELT Journal* 57:1)
* [Observation](http://eltj.oxfordjournals.org/content/57/2/179.full.pdf+html) (*ELT Journal*57:2)
* [Loop input](http://eltj.oxfordjournals.org/content/57/3/301.full.pdf+html) (*ELT Journal*57:3)
* [Discourse community](http://eltj.oxfordjournals.org/content/57/4/398.full.pdf+html) (*ELT Journal* 57:4)
* [Globalization and language teaching](http://eltj.oxfordjournals.org/content/58/1/75.full.pdf+html) (*ELT Journal* 58:1)
* [The apprenticeship of observation](http://eltj.oxfordjournals.org/content/58/3/274.full.pdf+html) (*ELT Journal*58:3)
* [Washback and impact](http://eltj.oxfordjournals.org/content/59/2/154.full.pdf+html) (*ELT Journal* 59:2)
* [English as a lingua franca](http://eltj.oxfordjournals.org/content/59/4/339.full.pdf+html) (*ELT Journal* 59:4)
* [The Common European Framework](http://eltj.oxfordjournals.org/content/60/2/181.full.pdf+html) *(ELT Journal 60:2)*
* [Native-speakerism](http://eltj.oxfordjournals.org/content/60/4/385.full.pdf+html) *(ELT Journal 60:4)*
* [Processing instruction](http://eltj.oxfordjournals.org/content/61/2/161.full.pdf+html) *(ELT Journal 61:2)*
* [Motivation in ELT](http://eltj.oxfordjournals.org/content/61/4/369.full.pdf+html) (*ELT Journal 61:4*)
* [Learner self-beliefs](http://eltj.oxfordjournals.org/content/62/2/182.full.pdf+html) *(ELT Journal 62:2)*
* [Learner autonomy](http://eltj.oxfordjournals.org/content/62/4/395.full.pdf+html) *(ELT Journal 62:4)*
* [Age and the critical period hypothesis](http://eltj.oxfordjournals.org/content/63/2/170.full.pdf+html) *(ELT Journal 63:2)*
* [Innovation in ELT](http://eltj.oxfordjournals.org/content/63/4/397.full.pdf+html) (ELT Journal 63:4)
* [Expertise in language learning and teaching](http://eltj.oxfordjournals.org/content/64/2/217.full.pdf+html) (*ELT Journal 64:2)*
* [Blended Learning](http://eltj.oxfordjournals.org/content/64/4/456.full.pdf+html) (*ELT Journal 64:4)*
* [The non-native speaker teacher](http://eltj.oxfordjournals.org/content/65/2/187.full.pdf+html) (*ELT Journal 65:2)*
* [Corpus-aided language learning](http://eltj.oxfordjournals.org/content/65/4/481.full.pdf+html) (*ELT Journal 65:4)*
* [Foreign Language Aptitude](http://eltj.oxfordjournals.org/content/66/2/233.full.pdf+html) (*ELT Journal 66:2)*
* [Repetition in Tasks](http://eltj.oxfordjournals.org/content/66/3/380.full.pdf+html) (*ELT Journal 66:3)*
* [Generation](http://eltj.oxfordjournals.org/content/67/2/233.full.pdf+html) (*ELT Journal 67:2)*
* [Learning Styles](http://eltj.oxfordjournals.org/content/67/4/488.full.pdf+html) (*ELT Journal 67:4)*
* [Oral corrective feedback](http://eltj.oxfordjournals.org/content/68/2/196.full.pdf+html) (*ELT Journal 68:2)*
* [Authenticity](http://eltj.oxfordjournals.org/content/68/4/457.full.pdf+html) (*ELT Journal 68:4)*
* [Intelligibility](http://eltj.oxfordjournals.org/content/69/2/202.full.pdf+html) (*ELT Journal 69:2)*
* Communicative Approaches in Language Teaching
* Anxiety in language learning
* CLIL (Content and Language Integrated Learning)
* Content-based (meaning-focused) learning
* Classroom based research (teacher research)