

HOW DO YOU HANDLE IT WHEN A STEP DESCRIPTION CALLS A TERM BY A DIFFERENT NAME, MAYBE A MORE POPULAR ONE, BUT NOT ONE LISTED IN THE TERMINOLOGY BOOKLET OR THE MANUAL?

When teaching a move and identifying what is considered as the primary name, mention any alternative names of which you are aware, both in class and in the written notes you might give out to students.

While you emphasize NTA's proper names, whether or not such alternative names are listed in the Terminology Booklet or the Manual, you might find it less important than getting the students to understand and perform the move and also recognize it by other names if they are somewhere else and hear the name of the move that is different than what you may personally call it.

Different is not necessarily wrong. Do the same thing regarding counting, e.g., two step: quick-quick-slow-slow OR 1-2-3-4 OR 1-2-3-5 (based on beats) OR quick-quick-slow-prep (prepare).

The important thing is if all these make sense and do the students understand, as well, that other ways of counting are also correct.

There are times when you may vary the terms you normally use, such as in teaching east coast swing, depending upon what you are emphasizing: some-times saying rock step or break step if you are emphasizing the weight change or the part of the foot or rock-replace if you are stressing the quick-quick or the timing or using Cuban motion for the proper styling.

It is very important to try to stick with the NTA Terminology Booklet and the Manual terminology – and use it yourself. It is a disservice to our students not to acknowledge other popular terms, especially as there are so many different terms and descriptions out there.